

An evaluation of a youth-development-through-sport programme

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced in APA style.

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EXECUTIVE SUMMARY

This dissertation reports on an evaluation of a youth-development-through-sport programme, the Youth Empowerment through Sport (YES) Programme. Using a combination of process and outcome evaluation, the study aimed at providing information to improve the programme and measure the transference of knowledge and skills in the workplace.

The YES Programme targets young people from Laureus grantee projects; who are unemployed and not occupied with their education. YES delivers accredited and non-accredited training curriculums which aim to boost psychosocial wellbeing, expand a non-parental support system, and improve employability prospects.

The YES programme theory was re-created by an external company called In-Focus, the programme manager and the internal Laureus monitoring and evaluation expert. A review of the literature on similar projects was carried out to determine what works for youth development programmes that are tailored and aim to have positive behavioural outcomes on adolescents. In order for YES to have positive outcomes, the present research suggests combining structured training activities like skills development and mentoring with soft skill development (i.e., self-confidence, self-efficacy and empowerment).

Brinkerhoff's Success Case Method was employed and 15 participants were used to conduct the survey, followed by 10 interviews with five participants believed to have successfully applied the training skills and knowledge of the training and by five participants believed not to have successfully applied the planned outcomes of the training.

Several evaluation questions enquired what courses participants were using to achieve results in their projects, what barriers prevented participants from using the skills from training and

what the quality of the training programme was like. Questions were also asked as to whether there were aspects of the programme that could be improved.

Results revealed that some of the participants were using the skills and knowledge at their projects to achieve positive results and all the participants found the courses provided by the programme applicable to their personal and professional life. The YES programme yielded several proximal outcomes, as reported by participants, including personal development and improved sessions through good leadership. There was also evidence that longer term outcomes were achieved, including increased employability. There were, however, a number of obstacles that prevented some of the participants from using the training to achieve results. The obstacles include: time, personal circumstances, community environment and lack of mentor support. Several recommendations are made that if implemented, could improve the programme and aid in future evaluations.

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LIST OF ACRONYMS

ACN	Active Communities
CATHSETA	Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority
CLC	Community Learning Centre
ETD	Education, Training and Development
ETA	ETA college
GCU	Great Commission United
LIV	Lungisisa Indlela Village
NDP	National Development Plan
NEET	Not in Education, Employment or Training
NPO	Non-Profit Organisation
OCED	Organisation for Economic Co-Operation and Development
PYD	Positive Youth Development
SCM	Success Case Method
SDGs	Sustainable Development Goals
SFD	Sport for Development
SFG	Sport for Good
SOA	Spirit of Adventure
SSCN	Sport for Social Change Network
VET	Vocational Education Training
YDP	Youth Development Programmes
YES	Youth Empowerment through Sport

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Chapter One: Introduction

The legacy of apartheid in South Africa created a systematically divided society with segregation in education, health, welfare and employment (Chibba & Luiz, 2011). Despite the end of apartheid and strides towards achieving the Sustainable Development Goals (SDGs), poverty and inequality remain prevalent. The South African unemployed and impoverished communities have similar demographic characteristics. Unemployment and poverty is prominent among people of colour, women and youth (Perold, Cloete, & Papier, 2012).

The democratically elected government in 1994 was responsible for dismantling and restructuring the system and policies that once only protected the advancement of white supremacy. At present, 2017, some people still feel that political policies are obliged to alleviate poverty and create more individual opportunities to improve a citizen's way of life. However, others are in the view that micro initiatives such as community based Non-Profit Organisations (NPOs) should meet this demand.

There are various sectors in the NPO field, one of these being the Sport-For-Development (SFD) sector. SFD interventions focus on a sporting activity to bring about positive youth development and create opportunities that wouldn't be present otherwise. These sporting activities are created as main components that draw the participants together for, successful positive youth development and skill enhancement (Petitpas, Cornelius, Van Raalte, & Jones, 2005; Siegel, 2006).

This dissertation focuses on the evaluation of, Youth Empowerment through Sport (YES); a programme that uses sport as a tool for social change among young adults from Laureus supported projects.

The aim of this formative evaluation is to assess the progress made so far in this project. The following section include: a concise description of the YES programme, the programme theory

and an investigation of the plausibility and assumptions of the programme theory.

Programme Description

The description of the programme was based on the information obtained from different sources. This includes: the Laureus website, the Laureus Sport for Good Foundation's (LSFG) annual report, a global infographic (2015), YES one pager, YES information packet, YES Application form, YES Programme Evaluation (2012), YES Programme Report, the YES Programme outline (2015) and interviews with programme staff.

The YES programme is one of the ways the Laureus Sport for Good Foundation hopes to use to empower and inspire youth leaders in Africa to use sport for the good of their communities (Laureus Sport for Good Foundation South Africa, 2016). This in-house programme was initially created in 2012 and supports leaders from Laureus South African grantee organisations by providing them with high-level accredited and non-accredited training courses. The courses are offered by various training providers for the duration of six months.

According to YES, the programme's overall goal is to "increase the number of youth leaders using the power of sport to transform communities" (Laureus Sport for Good Foundation,

2016). The YES (2105) objectives and outcomes are listed as follows:

Objectives:

- To equip youth leaders with employable skills in sport administration and sport coaching to use sport as a tool for social change
- To help YES young people develop leadership and personal development skills they need to understand in order to become community leaders
- To create non-parent networks that support young adults

Outcomes:

The primary outcomes are that beneficiaries will develop the following:

- More access to role models, mentors
- Create positive relationships
- Increased psychosocial wellbeing and leadership skills
- Increased employability
- Increased empowerment

Programme Beneficiaries

The intended programme beneficiaries of the YES Programme are youths aged between 18 and 25.

In order for candidates to be considered, they needed to fulfil the following criteria: to have graduated from high school (matriculated), to have demonstrated leadership skills in a community based project funded by Laureus, to originate from underprivileged communities, to be passionate about using sport as a tool to deliver social change in their communities, and to be willing to sign a contract that commits them to completing the course and putting their training into practice in the community and into the project. The organisation in which the candidate is involved is also required to meet the following criteria: be registered in sport for social change, have a compelling social mission, use sport-for-development purposes, support and monitor YES participants throughout the programme and have a clear staffing structure in place (Laureus Sport for Good Foundation, 2016). The staffing structure is important, as a supervisor from the project will be a mentor to each YES participant. The mentor is meant to support the YES participant and aid him or her in completing the programme.

When the programme was first implemented, it was not only accessible to youth from Laureus supported organisations, but also to anyone from the Sport for Social Change Network (SSCN)

in the African continent. YES was still learning through trial and error. However, the assessment of the project at the present has revealed that the programme needed to focus on youth on a country-to-country basis. Thus, the 2016 YES intake focused on a smaller group of participants, namely those who come from Laureus supported projects only.

Selection Process. The selection process consisted of several steps. In the first years, the selection process was made up of two steps; firstly, a short list was made and secondly, participants were selected from telephone interviews assessed and evaluated by Laureus Foundation South Africa and Global Foundation staff members. However, the foundation has now implemented a third step, which consists of a long list, a short list and telephone or personal interviews. The reason the YES staff changed the selection process was due to the limited number of spaces for the upcoming year. Adding a step to the process will make it more competitive. According to the YES staff, the reason for this change is due to the high volume of applicants and the reduced number of accepted beneficiaries into the YES programme. The second reason given by the YES staff was that having a smaller number of participants would allow the programme to follow up with participants after the completion of the programme. The selection process is an important component of the programme as its main objective is to select participants who will be successful.

Once the application process has been successfully completed, selected candidates are given a contract to sign. The contract details their responsibilities during the six months' course, as well as binding them in their commitment to putting the training skills and knowledge into practice at the project and in their community. After the contract is signed, the new participants begin the six-month training programme.

Programme Implementation

The programme provides fully funded non-accredited and accredited short training courses to its participants. These courses, as well as the providers will be detailed in the following sub-sections.

Non-accredited training courses. The non-accredited training courses are: mentoring skills, facilitation skills, leadership skills, personal development, career development and sport-for-development courses. The curriculum and vocational training was developed and carried out by service providers from CoCreate, Active Communities (ACN), Education, Training and Development, and Spirit of Adventure (SOA). These courses are taught at the two residential training camps given over the course of six months. Throughout the year, participants are also given online work to complete through ETA College with the supervision of their project mentor.

The participants attend a training camp in May for 5 consecutive days, a follow-up training camp in October for 5 days in Durban and a graduation in November located in Johannesburg. Participants are transported by plane or bus to the two camps and to the graduation in Johannesburg. Participants receive an entire YES kit, which includes a tracksuit, bomber jacket, jersey and a travel bag.

Each residential training camp has key focus areas, which guide the training. The first residential camp was held at the Team House located in Noordhoek, Cape Town from May 1st to May 6th, and focused on the following themes:

Training Camp 1.

- Leadership strengths and development areas
- Practical leadership challenges
- ETA college: Sport Coaching and Sport Administration training

- ETD: Career development sessions and mentorships
- Personal reflection
- Presentation and communication skills
- Sport for Good (SFG) visit

During the first residential camp, participants had 16 workshops. During one of these workshops participants had to overcome practical leadership challenges in completing the Table Mountain hike. At this hike, they also had personal reflection workshops.



Figure 1. YES participant completes the Table Mountain challenge (Laureus Sport for Good Foundation South Africa, 2016)

Participants had a project visit to Great Commission United (GCU), one of the grantee projects located in Cape Town on May 3rd, 2016. At the project visit, YES participants hosted and led sport related activities with project beneficiaries, Laureus staff and other stakeholders such as Mercedes Benz, who are one of the programme funders.



Figure 2. YES participants interacting with GCU project beneficiaries (Laureus Sport for Good Foundation South Africa, 2016)

The second residential camp was located at Shongweni Spirit of Adventure (SOA) from October 2nd to October 7th, and focused on the following themes:

Training camp 2.

- Leading others and developing high performing teams
- Active Communities (ACN) Sport for Good Training
- Sport-for-Development training
- SOA led Team Building
- Adventure Camp and Activities (i.e. raft building, obstacle courses)
- Sport for Good (SFG) visit
- Sport-for-Development insights
- Goal-setting and action planning

In addition to the 12 workshops held at SOA, another Laureus supported project visit was carried out. This project visit was hosted by Lungisisa Indlela Village (LIV), a village orphanage located in Durban on October 5th, 2016. The event was done in partnership with Laureus Foundation South Africa, PeacePlayers International South Africa, and two professional national rugby players from the Springboks of South Africa and also by the All Blacks of New Zealand. The YES participants and various partners involved carried out sport related activities with the LIV project beneficiaries.

Accredited training course. The accredited training is provided by an ETA College, which is a sports college that offers internationally accredited courses both online and at various campuses across South Africa. For the YES programme, ETA gives participants a short skills course in Sport Coaching and Administration that can be completed in six months' time. This course carries on between the two residential training camps and is completed in 30 sessions (one session lasts 45 minutes to an hour) by November of a given year. The learners are given activities to be completed online, as well as a logbook to track their experiential hours utilized to practice the skills gained on the course. The participant's mentor from each project must also sign off in the logbook. Upon completion of the short skills programme, the participant receives a certificate and thirty credits towards obtaining a National Qualification Framework (NQF) level 5 diploma in either Sport Coaching or Sport Administration (N. Jennings, eta College Operations and Marketing Manager, Personal Communication, October 5, 2016). The short skills course is created specifically for the YES programme due to time constraints and it is recognized by Culture, Art, Tourism, Hospitality, and Sport Sector Education and Training Authority (CATHSETA). The accredited course is a combination of Sport Coaching and Sport Administration course material, so that participants can select which one of the two interests them more to possibly pursue the full qualification.

In order to illustrate how the participants, develop through the YES programme, the evaluator created a service utilization plan. Figure 3 shows how the beneficiary progresses from the start of programme to the end of the programme.

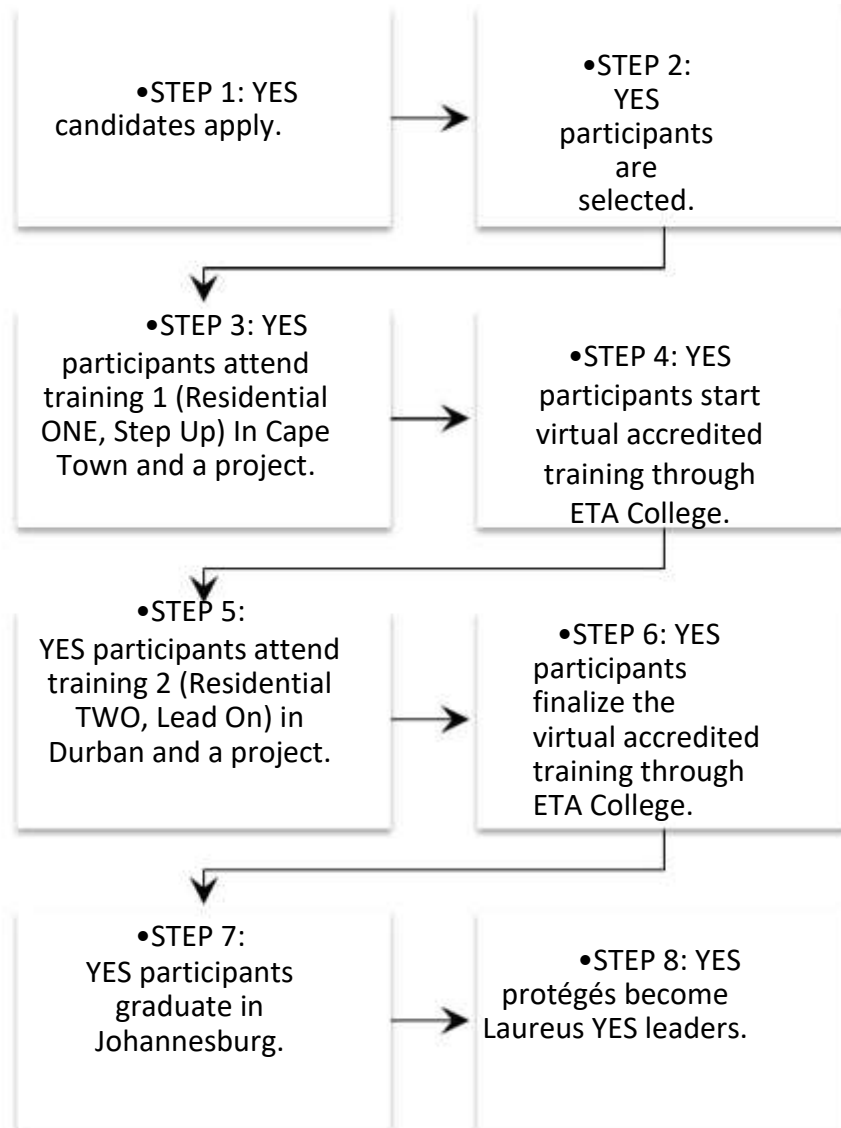


Figure 3. YES service utilization by beneficiaries adapted from Rossi et al., (2004)

Programme Theory

A programme's Theory of Change denotes the underlying assumptions that connect different programme activities to the outcomes and impacts that the programme expects to achieve (Rossi et al., 2004). The YES programme has a programme theory, which was created by an external Monitoring and Evaluation (M&E) company called In – Focus, the Programme Manager, and the internal Laureus Evaluation Expert. Figure 4 depicts the YES programme Theory of Change.

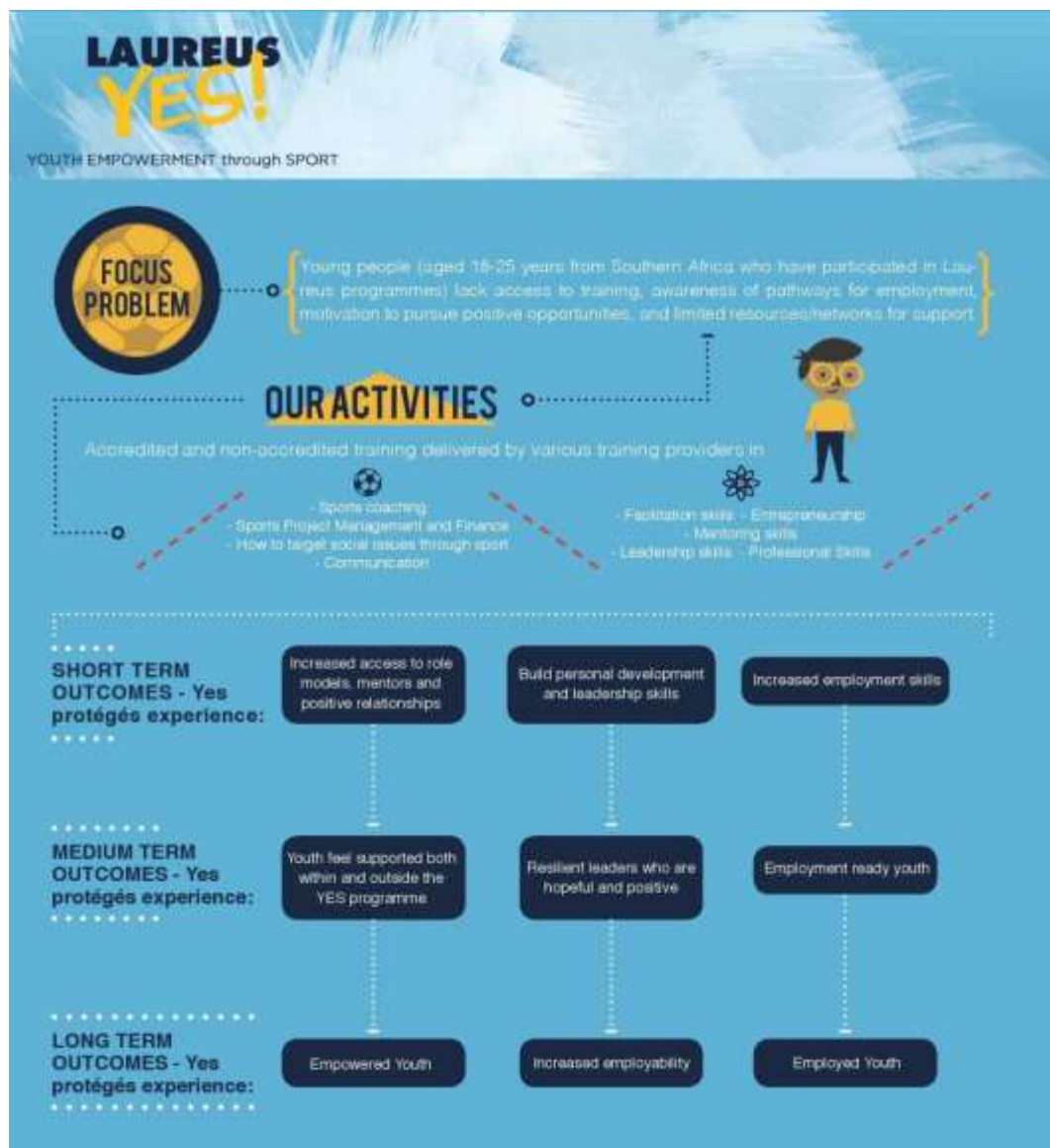


Figure 4: YES Theory of Change (YES programme records, 2016)

Plausibility of the programme theory. Laureus recruit's youth coaches into their YES programme and equips them with accredited and non-accredited courses relevant in the sport-for-development sector. Laureus hopes that these brief courses will develop employability skills, increase leadership skills and increase personal development. Moreover, it is anticipated, that, by participating in the programme and giving the trainees skills and access to mentors ultimately empowers them. The long-term expectation is that increased psychosocial well-being, vocational skills and support networks will give participants an opportunity to increase employability and access employment. This is because it is widely agreed that increasing a person's self-esteem and self-efficacy has the potential of increasing employment-seeking behaviour (Waters & Moore, 2002).

In order to examine the plausibility of the YES Programme Theory, a literature review of sport development programmes and skills training programmes was carried out. The following electronic databases were searched: Google Scholar, EBSCOHost, Science Direct, and Journal of Applied Psychology. When searching for information in databases, different search terms are used to adapt to database search capabilities. Articles that included two of the following themes were chosen and included in the review. These articles included youth development, youth empowerment, skills training in South Africa, sport-for-development, sport programme intervention, personal development, and vocational training.

In order to assess the plausibility of the YES Programme's theory of change the evaluator addresses the following main assumptions:

- Youths in these communities' lack access to training and there is a need for this type of training for them.
- If the youth in these communities are given access to youth development programmes, it will lead to positive outcomes and increased empowerment.
- Delivering skills training to youth increases important psychosocial wellbeing (e.g. self-confidence and self-efficacy), which can in turn lead to employment.

The following questions are addressed:

Do youth in these communities' lack access to training and is there a need for this type of training?

South Africa is currently facing an inordinately high rate of approximately 3.2 million persons aged 15 and 24 Not in Education, Employment or Training (NEET) (The Department of Higher Education and Training, 2013). Although the number of young people in NEET has not increased significantly since 2001, there is an astounding number of young people without access to training and post-secondary education. South Africa's NEET population is one of the highest in the world. This represents a loss of human potential at a time when a young person should be starting to be economically active (Smith, 2011). For statistics, the NEET population accounts for more than double the country average in The Organisation for Economic Co-Operation and Development (OECD) report (DHET, 2013). This can be problematic as youths make up 30% of South Africa's population. These staggering figures indicate that one in three young people is NEET. In 2013, The Economist highlighted this problem by referring to this generation as Generation Jobless or Generation J, and used South Africa as a case in point (Butler-Adam, 2013). The situation is also compounded by structural inequality, as those being affected by unemployment and NEET are mainly African and women (Perold et al., 2012). The harsh reality faced by marginalized young people in South Africa is partly due to the lack of job creation and the market is flooded with more experienced job seekers (National Planning Commission, 2012; Smith, 2011). The grim situation is also attributable to the lack of appropriate skills and employment capabilities which job seekers need to compete in the job market, as well as the opportunity, guidance and networks to access jobs (Perold et al., 2012; Smith, 2011; Spaul, 2013).

One of the strategies proposed to combat the number of young people in NEET is the increased access to Vocational Education and Training (VET) at Community Learning Centres (CLCs) and Community Colleges (Eichhorst, Schmidl, & Zimmermann, 2012). A recent review conducted by OECD and the DEHT, also expressed the view that VET could be an answer to

South Africa's NEET crisis. As such, the National Development Plan (NDP), a current blueprint for the South Africa's future, aims to increase access to postsecondary education and training colleges to 1.25 million people by the year 2030 (DHET, 2013). A problem with this proposed strategy is the financial implications that come with giving more young people access to vocational education and training. Butler-Adam (2013) points out the national budget presents limited to no additional resources for the education sector. Bearing this in mind, access combined with funding for vocational education and training can together decrease the number of people in this bleak situation.

From this report, it is evident that young adults in South Africa face a very difficult situation when it comes to education, training and employment. It is noteworthy that the South African NEET age bracket is almost identical to the YES target population and that there is a definite need for access to funded vocational education and training. Thus, a programme like YES is crucial and can offer a multi-faceted approach to reduce the number of young people in NEET. The YES participants gain access to accredited and non-accredited training through a youth development programme, as well as guidance and information on jobs in the sport-for-development sector.

If youth in these communities are given access to youth development programmes through sport, what is the potential result in positive development outcomes?

A primary assumption of the YES programme is that providing at-risk youth in South Africa with access to a youth development programme will provide them with positive development. In the following discussion, we will turn to literature of youth development programmes through sport and determine if the YES programme draws on methods that have been most effective at producing positive outcomes for young people in marginalized communities. This is important because previous evaluations can provide information about activities and programme effectiveness. Although a need for vocational education and training in South Africa

has been identified, not selecting the best ways to reach marginalized youth populations could reduce programme effectiveness, lead to ineffective use of resources, and can be counterproductive for youth in these communities.

Youth Development Programmes (YDPs) aim to empower youth by encouraging positive behaviour in personal, social, creative, vocational, health and physical areas (Hudson, 1997: 16; Theokas et al., 2005). Most the literature and a meta-analysis of youth programmes stressed including youth in the programme design, programme decisions and planning some of the activities of the programme. A Positive Youth Development (PYD) approach focuses on the development of positive experiences and opportunities such as: skills development, support, empowerment, character building and confidence. (Falcao, Bloom, & Gilbert, 2010). A PYD also commonly targets five main characteristics known as the 5C's, these are competence, confidence, character, connections, and compassion/caring (Lerner et al., 2005). This aligns with the YES model, which incorporates and focuses on many of the approaches and competencies detailed above. Furthermore, the YES curriculum stipulates that previous YES participants were included in the designing process.

Youth development programmes with positive outcomes emphasizes that we should be including aspects of mentoring and skills development that are relevant to help youth access opportunities (Jekielek, Moore, Hair & Scarupa, 2002; Wilson, 2008). This is because extensive research has demonstrated that having access to supportive relationships with a non-parental adult is beneficial to youth from marginalized communities. Two distinct meta-analyses have also found that youth mentoring programmes improve outcomes of emotional and social well-being, education and health and safety (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011; Jekielek et al., 2002). The findings were based on instances where youth who were mentored had more positive outcomes than those who we were not mentored.

Research demonstrates that incorporating a mentoring aspect in the programme can result in positive youth outcomes. It is important to note that the impact, and effectiveness of mentoring, is best when mentors and mentees are matched with similar interests. This supports the YES programme model as programme participant (mentee) and mentor apply from the same grassroots project that uses a specific sport as a tool for social change. Thus, the mentee– and mentor start the programme with a similar interest. The programme should bear in mind that research evidence suggests supporting, training and supervising the mentors involved in order to have more effective results than a volunteer who has no structured support to carry out his mentor responsibilities (Jekielek et al., 2002). This study further highlights the supervision of the mentor - mentee relationship, availability of programme staff and including social activities; unstructured as well as structured, in the programme. Constant support and contact with the mentor evidences to be more efficient than relationships that are short term (less than three months).

Increasing empowerment through youth development programmes is also a reoccurring positive outcome outlined in the literature. This outcome is plausible only if the programme makes use of participatory approach in the decision-making processes with participants (Hart, 1992; Morton & Montgomery, 2012; 2013). It is important to note that there is limited research on the evidence of youth development and empowerment interventions using well carried out impact evaluations (Morton & Montgomery, 2013; Percy-Smith & Thomas, 2010). This is particularly important in a South African context; as cultural circumstances may affect youth development outcomes differently.

The literature also describes the importance of devising structured training components in order to maximize the empowering experience (Jennings, Parra Medina, Hilfinger Messias, & McLoughlin, 2006; Morton & Montgomery, 2013). The YES programme offers a youth development curriculum that emphasizes structured training, with youth led development with the hope of increasing personal development and leadership skills amongst their participants. One must question, though, if providing youth with these skills will indeed increase psychosocial

wellbeing that could lead to employment. The training components and their outcomes will be further explored by answering the following question.

Does delivering skills training to youth also increase important psychosocial wellbeing (i.e. self-confidence, and self - efficacy), which can in turn lead to employment?

It was commonly found that skills training programmes led to an increase in personal development skills such as self-esteem and self-efficacy (Creed, Bloxsome, & Johnston, 2001; Maryam, Davoud & Zahra, 2011; Waters & Moore, 2002). Furthermore, some of the literature argues that providing occupational skills and self-confidence to unemployed individuals can result in these individuals seeking employment or pursuing further education.

Several studies have evaluated how training programmes affect a person's self-esteem. For the purposes of this literature review, "wellbeing" and "self - esteem" will be used interchangeably.

Self-esteem has frequently been associated to the socio- economic status of an individual as well as their health state. According to Branden (1969 as cited in Creed et al., 2001), self - esteem refers to the "belief in one's capacity to change one's own situation" (p.4). A regularly cited definition of self - esteem was described by Rosenberg's (1965), as "a favourable or unfavourable attitude toward the self" (p.15).

According to Yadav and Igbar (2009), life skills are the ability to promote wellbeing (self-esteem) by translating knowledge, attitudes and values into these actual abilities. In other words, the methods and confidence a person has when carrying out daily life situations. The literature referring to life skills training and the impact on self-esteem was consistent in developed and developing countries. Studies that were focusing solely on the effectiveness of skills training on adolescents' self-esteem found that training led to higher self-esteem than those in the control group (Maryam et al., 2011; Sobhi-Gharamaleki & Rajabi, 2010; Vernosfaderani, 2014).

In the same manner, Yadav and Igbar (2009) and Niaraki and Rahimi (2013) found a statistically significant difference in self-esteem between pre and posttest measures of youth exposed to life skills training. Furthermore, Niaraki and Rahimi's (2013) true experimental study investigated various aspects that skills training had on self-esteem, and in all dimensions, there was a considerable increase. Thus, there appears to be a positive consequence of providing adolescents with skills on how to cope with everyday situations.

With regards to finding employment, Creed et al.'s (2001) study examined unemployed trainees receiving a vocational training programme and those who were not receiving it and their perceptions on wellbeing. The study found that those who tested higher in self-esteem also scored higher self-efficacy for job employment. Thus, they improved their attitude about work. This study proposes that vocational training programmes are influential in improving wellbeing by providing work skills and thus counter any negative effects caused by being unemployed. It is important to highlight that the increase in self-esteem and self-efficacy in the participants maintained the same levels when tested several times after the training course. This suggests that vocational training that is implemented at a given time can be useful to the trainees. This is particularly important for the YES programme because the training is done twice a year and remotely for the duration of six months. Nagendra, Radha, and Naidu (2013) caution on only focusing on vocational training which aims at improving participants' self-esteem and the skills needed to carry out their job. They feel that trainees should also focus on the importance of creating a space where trainees can learn from each other through knowledge transmission. The authors continue to explain that these interactions combined with the increase in self-esteem and self-efficacy could lead to employability.

Various studies have also explored the effect of training, wellbeing and the relationship between wellbeing and re-employment. The overall findings in these studies illustrate that an individual's chances of becoming re-employed are increased when their wellbeing (self-esteem) is in a good state (Water & Moore, 2002; Vansteenkiste et al., 2004). Creed et al.'s (2001) and however, are of the view that although participants improved their self-confidence, this did not alter employment advantages for participants. Thus, although there is literature that

demonstrates the relationship between employment and psychosocial wellbeing, the causal relationship is still unclear (Matsuba et al., 2008).

In summary, YDP that includes youth in the programme design and which delivers mentoring activities and provides vocational skills has the potential to empower youth and has other positive outcomes. This is because providing skills for youth can give them a sense of control and maximizes the empowering experience (Jennings et al., 2006; Morton & Montgomery, 2013). Moreover, skills training can increase psychosocial wellbeing, which can in turn increase the possibility of being employed (Water & Moore, 2002; Vansteenkiste et al., 2004). The YES programme trains participants on personal development, leadership skills and career preparation skills. Theoretically, the programme activities are linked to certain attributions that have been shown. Programme activities are seen to be important and instrumental in helping participants become empowered, feel supported and seek employment or further education. The extent to which these participants fully realize these outcomes is dependent on the correct programme theory being executed as intended. This will be explored in the following chapter.

Chapter Two: Method

Design

For the purpose of this evaluation, a pre-experimental design was used based on the Success Case Method (SCM) by Brinkerhoff (2003; 2006). Although more rigorous designs such as experimental and quasi-experimental designs are recommended to demonstrate programme outcomes, Brinkerhoff (2006) argues that these traditional designs bring about methodological obstacles and practical realities that can be overwhelming in the training sector. The SCM approach lends itself to an evaluation context which means, programme data and time is limited.

It is important to note that pre-experimental designs do not allow the researcher to make explicit claims about causality. However, the SCM in particular is a robust enough method for establishing success stories that provide clear evidence on the implementation and outcomes of programmes, especially training programmes (Barrington, 2004; Brinkerhoff, 2003, 2006). In the present study, the SCM was used to demonstrate initial changes experienced by participants in the training and to inform the YES programme about quick and effective modifications that could be made to it. The study can also serve as a tool to inform future evaluations of the YES programme. The SCM approach can provide insightful data that is indicated by the programme with a defensible argument and evidence with stories of success.

The SCM method was developed to assess how well organizational training interventions are working. Although the SCM is normally executed in the training sector, it can be applied in other settings as well. The present study is evaluating a training programme, thus, the SCM measures and assesses the extent to which trainees have translated the new skills and knowledge into actions (Brinkerhoff & Dressler, 2015). It is important to highlight that this method requires minimal data and time which, therefore, allows the researcher to investigate and uncover evidence and results in a practical manner. The YES programme is completed in six months with two in-person weeklong training camps in combination with distance learning.

Participants complete the majority of the training programme remotely from their projects, which are located throughout South Africa, Lesotho and Mozambique. Given the training environment of the YES programme, this method is still able to assess how the participants have applied the training at their projects.

The SCM requires participants in the training to reflect on the course material. Thus, the data gathering that is involved here could be regarded as a form of storytelling: the trainee “tells the training story”. This process of reflection on the training may also uncover aspects that prevent the participants from applying the new skills and knowledge. This is important because examining the implementation process of the training can improve the overall intervention. Furthermore, having the correct implementation process can increase the likelihood of accurate programme outcomes. This method will be helpful in this regard, as the YES programme has recently created a new curriculum and has hired new service providers. Thus, the present evaluation provides the programme with an opportunity to reflect on the strengths and weakness of the new curriculum, as well as the new service providers. The results can provide YES programme staff with the necessary information to execute changes and improve programme design and implementation moving forward.

Finally, the SCM approaches the evaluation of training programmes by examining a number of cases at the extreme ends of the “success” continuum: from those individuals who used the training to achieve clear results to those individuals who did not use the training to those who had no clear results. The results of this type of training may be overlooked when using other methods of evaluation, especially if the study focuses on the typical training experience. Focusing on the typical trainee as frequently explored in research could misrepresent the effects of an intervention by undervaluing the results it is producing (Brinkerhoff, 2006). On the other hand, by using the SCM approach in the present study, we can focus on individual experiences at both ends of the spectrum. The combination of high success and low success in the YES programme can provide information to form a holistic picture of the training. The following section will describe the participants included in the study, as well as the procedure and data collection instruments that were used.

Participants

This evaluation made use of the 2016 group. Previous years could not be included in the study due to the fact that the programme was rolling out a new curriculum. The group, in this case, were the fifteen YES participants for the 2016 training year. Due to the small number of participants, all of them were included in the study.

The list below contains the participants selected by YES programme staff as. Of the 15 respondents, eight (53 %) were male, and seven (46%) were female. In terms of location, participants came from projects located in East London, Johannesburg, Cape Town, Durban, Lesotho and Mozambique. The YES project manager provided this information to the evaluator from the database (YES, 2015).

Table 1
SCM participants

Name	Project	Location	Gender
Participant 1	Buffalo City soccer school	East London	Male
Participant 2	Buffalo City Soccer School	East London	Male
Participant 3	Fight With Insight	Johannesburg	Male
Participant 4	Great Commission United Academy	Cape Town	Female
Participant 5	Great Commission United Academy	Cape Town	Female
Participant 6	GDM	Mozambique	Female
Participant 7	Grassroot Soccer	Cape Town	Female
Participant 8	Grassroot Soccer	Johannesburg	Female
Participant 9	Indigo Youth Movement	Cape Town	Male
Participant 10	Kick4Life	Lesotho	Male
Participant 11	Kick4Life	Lesotho	Male
Participant 12	Peace Players International -SA	Durban	Female
Participant 13	Peace Players International -SA	Durban	Male
Participant 14	Sport For All	Johannesburg	Female
Participant 15	Sport For All	Johannesburg	Male

Procedure

Traditionally, The SCM is carried out using a five-step procedure. The SCM five steps are illustrated below.

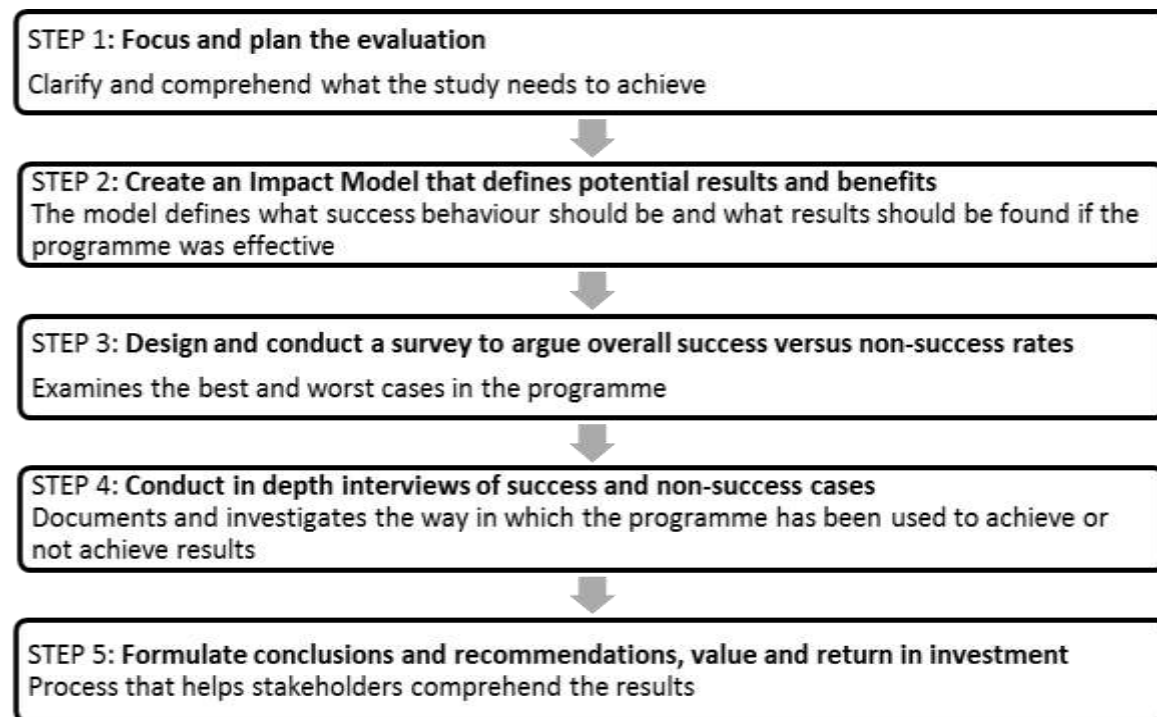


Figure 5. The Five Steps of the SCM (Adapted From Brinkerhoff & Dressler, 2015)

Given then SCM's storytelling and naturalistic inquiry evaluation approach other qualitative data collection methods commonly associated with this technique are surveys, interviews, observation reports, and document reviews (Rothwell & Kazanas, 2016). Thus, in the following sections, we describe how the traditional SCM steps were modified for the present evaluation. In the current evaluation, the researcher followed most of the steps suggested by Brinkerhoff (2003; 2006) in order to know more about the success and non-success of the YES training programme. In addition to the traditional survey and interview outlined in step two and three, personal observations of the actual YES training were also employed.

The Impact Model

In order to represent how success looks in a programme, Brinkerhoff (2003; 2006) suggests creating an impact model, which illustrates the uses and actions of the training. The YES

programme already had a document that presented this information; therefore, the creation of an impact model in step two of the method was not necessary.

The YES programme uses an indemnity form to communicate the participant's responsibilities before commencing the programme. This form is signed by all participants and indicates the support each member is expected to provide to the Laureus Sports for Good Foundation (LSFG) and his or her project. The commitment and responsibilities included: supporting their organisation by delivering training, mentor and act as role model, deliver community training sessions, update social media pages outlining how they are using sports to impact their community and co-facilitate sessions. In order to determine the success of the YES programme, this form was used to identify what constitutes successful behaviour and what the results would be if the programme was effective.

At the core of the SCM procedure in this study are two main data collection tools: firstly, pinpointing trainees who have been successful and unsuccessful in the training programme with a survey and, secondly, interviewing both types of trainees to comprehend, investigate and record their experiences (Brinkerhoff, 2006). Then, the evaluator further investigates the implementation of the training programme with personal observations of the training. Each of the data collection tools will be described in the following section.

Instruments

Single purpose survey. A survey was used to identify successful and non-successful cases. Although the main objective of the survey was to identify which trainees were the best and worst at using the knowledge and skills gained from each training course to achieve results, it also investigated the following evaluation questions:

- I. What training courses have the YES participants used?
- II. What results did the YES leaders achieve with the training courses provided?

In terms of use and results, this study uses the first four months of training, which covered 80% of the training courses. This time period was chosen because of time constraints of the evaluation.

A single purpose survey is “brief and is generally made up of a limited number of questions” (Brinkerhoff, 2003, p.103). It gathers minimal amount information to determine high success or low success. The following statements were posed to participants.

- I used the Sports coaching training to support my organization by delivering sports coaching training.
- I used the Facilitation and Mentor training to mentor for at least 10 aspiring community leaders.
- I used the Sports Administration training to update social media pages outlining how I am using sports to impact my community once a month.
- I used the Leadership Skills training to deliver one community training session per month with at least 30 young people.
- I used the Entrepreneurship training to start my own project at the organization.

To respond to the survey, a response scale suggested by Brinkerhoff (2003) was used. All trainees filled in the informed consent form and a one page survey, with statements where the respondent had to rate to the extent to which they were able to perform the skills acquired during the training. The table below represents the five responses and scores. Participants who scored below fifteen were considered unsuccessful, while those who scored more than fifteen were considered successful. In other words, if the participants were able to apply less than 50 % of the learning, they were considered unsuccessful, while those who applied more than 50 % of the learning were considered successful. (*See Appendix B for the survey that was used to determine successful and non-successful cases.*)

Table 2. *Response format and scoring (Brinkerhoff, 2003)*

Response Scale	Scoring
Tried this and had clear and positive results	5
Tried this but had no clear results yet	4
Tried this somewhat but do not expect any results	3
Tried this and it did not work	2
I have not tried this at all	1
Tried this, but not because of the training	1

Thus, the maximum score a participant could obtain from the survey was twenty-five points, while the lowest score they could obtain was five points. In this particular study, the maximum score obtained was twenty-five, while the lowest was eight. Of the 15 participants, eight scored more than fifteen. Two participants were in the middle with 15 points, while five scored lower than 15.

Interview schedule tool. A semi - structured interview can be defined as a flexible method of obtaining in-depth information from participants about a particular topic (De Vos et al., 2011). Pre - established questions are created and used as a guide during semi-structured interviews (De Vos et al., 2011). The interview schedule was created according to Brinkerhoff's (2003) guidelines for designing a structured interview and obtains the necessary information to answer the evaluation questions. Normally, in a SCM study, interviews would be conducted with a sample of trainees, but because there were only fifteen people trained in the YES programme, it was possible to interview all of them, irrespective of their status as successful or unsuccessful. For the purpose of analysis, however, five respondents were identified as successful (those with scores ranging from 18- 25), and five as unsuccessful (those ranging from 8- 13). Face-to-face interviews were conducted with the respondents in order to investigate the impact and initial outcomes of the programme (Brinkerhoff, 2003).

High success and low success cases were included in the interviews and participants were asked questions about the training using the "bucket filling process" (Brinkerhoff, 2003, p.141). The bucket filling process refers to the major themes the interviewer wants to explore: filling in the "buckets" with the information from each theme. There were five questions in the success cases and two questions in the non-success cases. The figure below illustrates the major themes asked during the interview. *(See Appendix C for high success and low success interview schedule)*

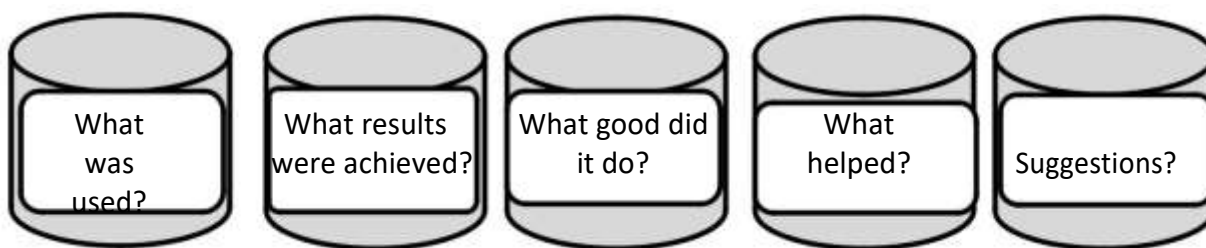


Figure 6. High Success Interview Buckets (Brinkerhoff, 2003)

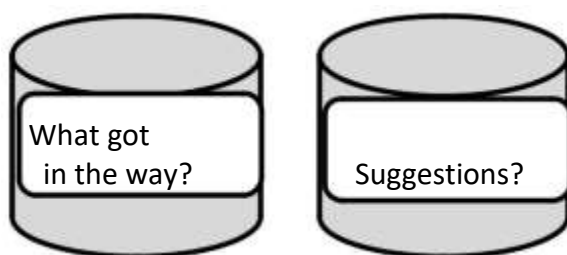


Figure 7. Low Case Interview Buckets (Brinkerhoff, 2003)

From the survey, we found the number of people who have used the training courses with good results and the number of people who have not used the elements of the training. The information from the interviews provided more insight on the questions explored with the survey, as well as the following evaluation questions:

- What barriers prevented some trainees from using the training?
- What was the quality of the training?
- What aspects of the programme could be improved?

Observation Reports. In order to obtain more data on the implementation of the training programme, four direct observations of the training workshops were conducted at both residential training camps in Cape Town and in Durban. Direct observation refers to people being aware they are being observed based on interactions, processes and behaviour (Kawulich, 2005). (See Appendix D for the observations reports that were carried out during the training programme). This information would be useful to the programme as it also provided an external documentation on the implementation of the programme. In the present

evaluation, the observations provided more understanding regarding the programme activities, different training service providers, programme fidelity, and also helped answer the following evaluation questions:

- What was the quality of the training?
- What aspects of the programme could be improved?

Ethics. Permission to conduct the evaluation on the YES programme was provided by the Laureus YES Project Manager. *(See Appendix A for the informed consent signed by the project manager)*

Participants filled in the informed consent form before filling out the survey. At the beginning of the interview, I explained anonymity and confidentiality to the participant again by restating what was outlined in the informed consent form. The participant was told that everything said would remain confidential, that they would be unidentified in the study and they were free to withdraw from the study at any time. Participants were also asked to be recorded with an audio device, and therefore, a voice recorder was used to record the interview with the respondents. All of the participants signed the informed consent form and agreed to participate in the study. *(See Appendix B for the informed consent form)*

This chapter has described the SCM method as applied to the formative evaluation of the YES programme. It has outlined the method procedures and data collection tools that were used according to Brinkerhoff's (2003; 2006) guidelines. The evaluator upheld the reliability of the SCM, by carrying out the method systematically within its application. The next chapter will describe the results obtained from the quantitative and qualitative analysis to make meaning of the raw data. The quantitative data analysis demonstrates what initial outcomes participants achieved. The qualitative analysis explores the application of the outcomes in detail, as well as the implementation of the programme.

Chapter Three: Results

The SCM has two fundamental components: the surveys and the interviews. This chapter will describe the results obtained from both components, as well as the observations made during the attendance of various activities of the programme.

Quantitative data from survey instrument

The data from the quantitative survey was analysed using descriptive statistics, in line with the SCM guidelines as proposed by Brinkerhoff (2003; 2006).

The following quantitative results are based on the five-statement survey questionnaire given to all participants. Although the survey's primary goal was to obtain extreme scores for the purposes of interviewing successful (highest scores) and non-successful (lowest scores) participants, it was also used to investigate the following evaluation questions:

- I. What training courses have the YES participants used?
- II. What results did the YES leaders achieve with the training courses provided?

Table 3 presents the frequency of courses used and results achieved.

Table 3
Survey Responses of Trainees

ITEM	Number of Participants					
	Tried this and had clear and positive results	Tried this but had no clear results yet	Tried this somewhat but do not expect any results	Tried this and it did not work	I have not tried this at all	Tried this, but not because of the training
I used the Sports coaching training to support my organization by delivering sports coaching training.	7	4	1	0	2	1
I used the Facilitation and Mentor training to mentor for at least 10 aspiring community leaders.	5	6	3	1	0	0
I used the Sports Administration training to update social media pages outlining how I am using sports to impact my community once a month.	4	2	4	1	4	0
I used the Leadership Skills training to deliver one community training session per month with at least 30 young people.	4	4	2	0	5	0
I used the Entrepreneurship Training to start my own project at the organization.	3	1	1	0	9	1

Sports coaching training. Table 3 demonstrates that almost half of the respondents ($n = 7/48\%$) tried to deliver sports coach training at their projects, and had clear positive results. Other respondents ($n = 4/28\%$) tried to deliver sports training, but have not had results thus far. It is apparent from the results that most of the respondents ($n = 12/80\%$) have used the Sports Coaching Course delivered by ETA to train other coaches at their respective projects. Only a couple of respondents ($n = 2/13\%$) did not make use of this course at all, while one respondent ($n = 1/7\%$) had trained other coaches, but not because of the training he/she received.

Facilitation and mentoring training. The majority of the respondents indicated using the facilitation and mentoring training courses and they had attempted mentoring community leaders at their projects. More specifically, ($n = 5/34\%$) respondents had tried delivering mentoring courses to community leaders and had clear positive results, while ($n = 6/40\%$) have tried mentoring, but had no results thus far. Although a majority of respondents have tried mentoring community leaders, just a little under a quarter (20 % of the sample) do not expect any results. On the other hand, one respondent tried mentoring at their project, but it did not work. Questions that arise from this table are whether participants were given indicators of results when mentoring at the training courses and why a group of participants did not expect results from mentoring community leaders in their projects.

Sports administration training. The respondents were spread evenly across the various categories. Four had not implemented the sports administration training at all, four more had tried it, but were not expecting results, and two had tried it expecting results, but had not obtained results yet. A further four (27% of the sample), had tried implementing the training and had clear results. There could be various contextual factors that led to some participants not having had clear positive results. These include: lack of support from their project manager or perhaps the implementation took place recently, and, therefore, it was too early to see results. In the same manner, there could have been contextual factors that led to success, such as more project support or more backing from the community where the participant worked.

Leadership skills and personal development training. A third of the respondents have not tried delivering a community training (n = 5/33%), while just more than a quarter (n=4/28%) have tried carrying out a community training session with no results. On the other hand, more than a quarter (n=4/28%) of respondents tried delivering a community session and were successful in achieving results.

Entrepreneurship training. Table 3 reveals that more than half of the respondents (N= 9/60%) have not started their own project. However, a number of respondents had at least tried to implement their own project, (n= 5/33%) of which three reported having obtained clear and positive results. One of the respondents (n=1/7 %) implemented her own project before the training intervention. In the view that a group of 9 respondents have not tried developing a project at all, it could be assumed that executing a separate project is a challenge, and new projects may not synchronize well for other activities to take place. The question that emanates from that table is whether YES participants were given enough exercises to acquire skills about starting their own projects within their organization, or whether there was not sufficient time between the trainings to implement the new project.

Interviews with successful and non - successful cases

Qualitative interviews with successful (n=5) and non-successful (5) cases were conducted to find out why people tried or did not try certain activities and why, if they tried it, these activities were successful or not. The structure of the SCM was used to analyse the qualitative data. The interviews speak to the first two evaluation questions answered by the survey above, as well as the following additional three evaluation questions:

- I. What training courses have the YES participants used?
- II. What results did the YES leaders achieve with the training courses provided?
- III. What barriers prevented some trainees from using the training?
- IV. What was the quality of the training?
- V. What aspects of the programme could be improved?

The information collected was transcribed from the voice recorder onto a Microsoft Word document. For the purpose of this study, the analyses mirrored that qualitative analysis suggested by Tech (1990). The eight steps of qualitative data analysis include:

- I. The researcher carefully read through the transcripts to get a general understanding of the responses (Tech, 1990).
- II. The researcher selected a transcript to read in more detail.
- III. The researcher arranged extracts information in order to fill Brinkerhoff's (2003) pre-structured questions (i.e. buckets).
- IV. The researcher colour coded the topics.
- V. The researcher applied the same process to the rest of the transcripts.
- VI. The colour-coded topics are coded into main themes.
- VII. The researcher fine – tuned the framework to follow a logical order, in order to begin preliminary analysis (Tech, 1990).
- VIII. The researcher verified the data.
- IX.

The following results are structured as follows: The categories are briefly described with relevant quotations from the trainee's responses in block quotes to demonstrate the results. The section concludes with a combination of suggestions from high success and low success cases.

Table 4 is an overview of the main themes and categories that were conceptualized from the data. The technical operations of analysis reflected the techniques suggested by Tesch (1990) as already described earlier.

Table 4.

An overview of main themes and categories

<u>Main Themes</u>	<u>Categories</u>
Training courses used	<ul style="list-style-type: none"> ➤ ETA Online courses: <ul style="list-style-type: none"> ○ Sports coaching ○ Sports administration ➤ Personal and leadership development course ➤ Least used course <ul style="list-style-type: none"> ○ Career workshop class
Results Achieved	<ul style="list-style-type: none"> ➤ Increased leadership skills ➤ Increased employability <ul style="list-style-type: none"> ○ Job promotions ➤ Marketing ➤ Increased Personal development <ul style="list-style-type: none"> ○ Increased self-confidence ○ Increased motivation ○ Increased task completion
Good it did	<ul style="list-style-type: none"> ➤ Improving projects ➤ Negative outcomes avoided <ul style="list-style-type: none"> ○ Retained trainee at project
Factors that helped	<ul style="list-style-type: none"> ➤ Resources ➤ Support from Mentors, Project staff, Laureus and the YES programme
Barriers	<ul style="list-style-type: none"> ➤ Time to implement what was learned ➤ Personal circumstances ➤ Community Environment ➤ Lack of Mentor Support
Suggestions	<ul style="list-style-type: none"> ➤ More Support ➤ Keeping in touch with participants ➤ Programme Fidelity ➤ Developing a job opportunity network ➤ More Training ➤ More facilitators ➤ Project Visits

The qualitative data revealed that four of the five success case participants were successfully applying the training from the YES programme and were seeing various results in both their own lives and changes in their respective projects. It is important to note, that one of the five success cases proved to be a “false positive”. This was detected during the interview when the respondent could not provide concrete examples of how he had used the courses to achieve results. Although this participant scored extremely high on the survey, the respondent said that no one noticed changes in his behaviour in his project and spoke of barriers that prevented him from using the training. The respondent went on to explain that he was not able to use the training because of problems with project beneficiaries not listening to him. Moreover, he had personal circumstances that prevented him from using all the skills and knowledge gained at the training. In order to follow SCM procedures, the sixth highest scoring success case replaced the false positive as a part of the five high success cases interviewed. Therefore the false positive was not used for analysis purposes, but the sixth success case was. The remaining respondents had compelling stories of how they had used something from the training to improve themselves and or their project.

Success cases and non – success cases

The themes are discussed in a blended manner. From the nature of the questions one asked in the interview, the first four themes speak to the success cases. The barriers then will lean more to the non-success cases. The section concludes with a combination of suggestions from high success and low success cases.

Theme 1: Courses used

ETA courses. *Sports Administration and Sports Coaching.* All five-success cases indicated that they were using the acquired knowledge gained from all of the training courses offered in the programme. There was a general consensus that all courses offered were relevant and of good quality. Although everyone indicated using all the training courses, the ETA training courses, specifically the Sports Coaching and Sports Administration, was mentioned during the interview as being the most useful class. The respondents made the following comments:

“What I found the most useful was that one on ETA because we are – most of all our organizations, especially mine, we are doing events and planning certain stuff so, that course and stuff we did with ETA until now.... It helped us a lot by knowing who to talk to, who to call, how to plan certain stuff, and where to start from plan A and be done with plan C by taking it step by step.” (Success Case 1)

“Oh, there is a book – the manual. Which teaches us about when we – for instance when we are at practice, I’ve used a lot of things like the logistics, like what you should have there and what you should prepare and everything... It’s the sports administration course, the ETA.” (Success Case 3)

Leadership and personal development course. Another course that stood out amongst respondents was the Leadership and Personal Development Course. Many respondents mentioned it at some point during the interview without being asked about it directly. Two respondents thought:

“I think it's it has to be both the leadership and the ETA stuff like cause at first I did not know much about actually I didn't have categories ... “(Success Case 5)

“What I have been using from day one is what we learnt on our first camp – what we can and what we can’t control – by using all that circumstances and all those situations. In the real life context, that’s where I teach my kids in my organization -what you can and what you can’t control....You see where I learnt this is – we had a facilitator...”
(Success Case 1)

When asked what training courses they did not find as useful, only one respondent said:

“I think the career training I don't really remember like talking or using it for the guys in training. I think now that he has spoken about it, I should start doing it a bit more. I had just forgotten about it. “(Success Case 5)

On the other hand, only one respondent mentioned using the Entrepreneurship Course to start their own project at their organization, while none of the respondents mentioned using the Mentoring and Facilitation Course at all.

Theme 2: Results achieved

The most noticeable results that the respondents indicated that they achieved were improved sessions at the projects.

Increased leadership skills. The general consensus amongst all success case respondents was that their experiences during the YES training courses aided them in making their sessions and workshops more engaging and better organized for project beneficiaries. The extent of the changes varied from person to person. Some respondents tried to change the environment in the session, while others focused on improving the sport skill set of the beneficiaries. One stated:

“Oh well. I’ve had more kids come to practice because of the environment I set – I set a positive environment. I have like fun with the kids, what else? I think that’s about it”
(Success Case 3)

Another respondent said:

“I think it’s mostly the fun part, trying to make everything fun. So, at first it is used to be like, mainly I would just focus on getting there and just training the kids and that's it. But now, I need to add a little bit more games that make it fun and it's able the kids more concentrated and they in turn enjoy the training and the sessions.” (Success Case 5)

Four of the success cases used the knowledge from ETA courses to plan their sessions better and set an example for other coaches at their projects. Two respondents stated:

“At first I didn’t – I never use to plan my sessions, never. I would just come into the field and then I would just let them do what I say – I would say something and they would do it. But now I actually plan and I discovered that it actually works better. I was – I used to lazy, like I was very lazy. I used to be like, why should I plan if I can just go and let them do it and now what this whole programme taught me was that planning is very important and I realized that it is because I then say, for example, I forgot my papers, I forgot what to do. I would just go back to my papers and take out the planning that I did.” (Success Case 2)

“I’ve used the training for the sessions and planning. At first you just go out and do the training but now with the ETA, you know you’ve got a professional set up – with the proper warm up, plan a night before or you know a few days before.” (Success Case 4)

Marketing. A few of respondents utilized the training course to get positive exposure for their project and the work they were doing in their community. These marketing efforts gave the projects visibility and advertising. A respondent said:

“I came out in a newspaper in Cape Town in our first camp. I was put on the newspaper. So our school, Buffalo City Soccer School was there. I was representing the school so I would say we were known for that time and also social media – it was also out on social media, so that’s one of the achievements I’ve gained from the programme.” (Success Case 3)

Increased personal development. Respondents claimed the training courses helped them increase their self-confidence, motivation and task completion. A respondent expressed the following:

“At first I used to be this person who starts something and never finishes it. I had like

great ideas; I always started something and never finished it. But, when I came to the YES, they told me that – we had a session with Andy. He taught me to control my emotions and not to act, because I always act instantly. When something happened, I would always just go crazy about it. But, he taught me relax, be calm, use those things that help me to be calm – in most cases soccer and music. So I've used that, I've used that to make great decisions... I think I've climbed a ladder upwards because right now I'm offered a job even though I'm not getting paid for it but, they are giving me an experience to work in the sports department where I'm doing M&E for them."

(Success Case 4)

Increased employability. Three of the success cases have obtained job promotions since joining the YES programme. They attributed the job promotion mainly to the YES programme. They spoke of being better-prepared and demonstrating behaviour changes that were noticeable to project mentors and other staff. The respondents made the following comments:

"At the moment I am under – I am one of the main superiors. I worked myself up in the organization. So at the moment I'm running the Northern Suburbs. I used to be a normal coach, just by being there every afternoon but I went through the YES programme and now my organization has given me that authority – that power now to be on a higher level by having people under me as well. So I have – I have coaches under me that I am training at the moment of going further with the organization. (Success Case1)

"Well, I just became a coach. I'm a coach-player because I started as a player but then since I came to Laureus, I decided to interact more with the kids cause that's what the programme is about you know, so I became a coach recently. Yes, because of The YES programme. I have taken more responsibility and I think they are just grooming me

now because they are actually looking for a senior coach, but I don't think – I don't know if I will actually get to the senior coach. Ya, they are making me feel more important ...” (Success Case 3)

Theme 3: Good it did

Improving projects. Two of the trainees highlighted that the YES training contributed to improving the project. One of them attributes being able to suggest new ideas and suggestions to their project after the training. A coach described this significance as follows:

“Since the training, I will be able to have more ideas, to see how I can approach more certain stuff in our organization and to take most of my leaders on again to make sure they are not flat footed but to let them be on their toes because we have to be – be a step ahead by changing the community and if it wasn't for the YES programme I would say Cool Play would still be on the same level they were before.” (Success Case 1)

Negative Outcomes Avoided. Several of the respondents testified, that they would have left the project if they had not taken part in the training intervention. One of the participants said:

“I think I would have quit Kick for Life...– when I joined I was a volunteer, then I joined their main football team ... leaving the team means leaving the organization because, I felt like there were no values. And, I also believe that Kick for Life wasn't giving us as much as I wanted – they were not moving in the right direction. They were not doing things as I wanted, so I was on the verge of leaving Kick for Life. But then, when I came to YES, I saw that I can influence things, I can make decisions that can change – even though Kick for life I feel like they are not going my direction but I can use the resource. I can make them go in the direction that I want or I can use them to do – you know, bring that change in kids' lives.” (Success Case 4)

Theme 4: Factors that helped

Resources. All success cases indicated that having resources was advantageous for successful application of the skills and knowledge taught at the YES programme. They said:

“Ya we do. I mean we have resources there. We do have Wi-Fi which is good because on the Internet ...so I think the more we communicating it gets better because we share challenges.” (Success Case 4)

“Yes, there is a field that we usually practice on but now we practice with the kids there because it is close to the area, so I use that to utilize. And there is a school as well that is near the field and we have life skills there every Saturday.”

(Success Case 3)

A respondent proactively looked for resources himself.

“I am meeting with the council in the Northern Suburbs because most of our schools do not have fields. Most of our practices were on tar and I did not approve of this – so I called Laureus again in the office and I spoke to them and they said I have all the authority of writing a letter with the letter head of Cool Play or Laureus...So they gave us the facilities from the council’s field...”

(Success Case 1)

Some of the trainees indicated that resources provided by the training courses alone were sufficient to execute some of the skills gained.

“Besides the books and the documents that we got from the ETA I don’t remember using any other resources.” (Success Case 5)

Support from mentors, project staff, Laureus and the YES programme. Three of the success case respondents discussed how support from mentors, project staff, Laureus

and the YES programme had helped to implement their skills and knowledge from the training. It not only helped with their personal development, but also helped in serving as a resource when working with other stakeholders and project beneficiaries, as was explained in the following way: “But to go back again if it wasn’t for The YES programme and for Laureus that gave me that scope, because I’m not lying if you put Laureus anywhere you will be accepted.”

(Success Case 1)

When referring to support from a mentor and project staff, a respondent said:

“I would say they gave me tough love. They just told me, “If you want anything you can do everything with our resources ...they have given me their full support in everything.

They just gave me the platform to do everything that I needed to do.” (Success Case 4)

Theme 5: Barriers

Time to implement what was learned. Four of the five participants who scored low marks reported that they needed more time to implement the knowledge and skills acquired in the training course in order to achieve results. One of them said:

“Ya. It’s more time and I don’t think we’ve been able to implement some or most of the things because we’ve been busy a lot, with the ETA assignments – those keep us busy.”

(Non-Success Case 1)

“I think time. Like, I didn’t have much time to present to my organization. So, ya its time. I mean more time to implement like – cause most of the time we meet – with most of the coaches we meet Fridays only. So there is not much time.” (Non-Success Case4)

Personal circumstances. Three of the respondents had not found the opportunity to implement the training. One mentioned that the project is far away from where he lived, while the other two respondents were busy with schoolwork. All three indicated the training was useful, but the personal circumstances had prevented them from successfully applying the skills acquired. They expressed their struggle as follows:

“Ya. Thing is at PPI I don’t really work in my community so it’s hard for me to leave my community and go implement some of the things I learnt in another community because of the time and – time constraints and having to travel up and down. So I live in Lemon Ville but I coach at Wenperd so, it’s a bit difficult for me to leave Lemon Ville and go to another community.” (Non - Success 4)

“I haven’t really been there for some time because of school. But apart from that, I would like to use the training that I get from YES to the programme because they really help. And I think that they can be very beneficial as well.”
(Non–Success Case 2)

Community environment. One respondent indicated that the community environment made it challenging to implement what they had learned. The respondent commented:

“I think it’s the environment that we live in – the township; they are no like, resources. And that’s what’s keeping me from doing all the things I want. But, eventually at the end I will do it.” (Non-Success Case 5)

Lack of support from mentors. Three out of the five low scoring respondents complained about not having enough support from their mentors. They mentioned either the mentors were too busy or could not check in with the participants often enough. One of the respondent’s mentors quit midway through the programme. One of them said:

“Ya, so that challenge like my – me having no mentor has been a strain to me because like I had to do everything on my own. And thankfully he thought, I mean, he taught me everything about sport, he taught me everything how to run Sport for All. So I thank him for that but at the same time he left me with like with – before he left he was helping me with ETAs work and all so it was a huge problem for me. So like, leaving like that, I had to look out for the kids.” (Non- Success Case 3)

Theme 7: Suggestions

Based on the participants’ experiences of the training programme, various suggestions were made for improvement of YES. The suggestions below draw from all 10 interviewees and thus include suggestions from both high and low success cases.

More support. There was a common suggestion amongst all 10 of them. They all thought they needed more support from either project mentors, projects, Laureus and YES. The respondents said:

“Well I think it’s – it has to be support from both the YES programme and the organization and my mentors. And also, I think resources are a very important factor... Ya, I think more support from my organization because usually they – I know they are very busy and there is a lot of stuff they need to do. But sometime, there are things that I don’t really understand, or things that I can’t do alone and sometimes it feels like I’m on my own and with the organization it would make it a bit easier knowing that there is someone – there is a person to fall back to when I need help.” (Success Case 5)

Another respondent said:

“I think if I can get support Laureus and anyone who can support me, like get that support and provide more training to me and more support in terms of financial support

and moral support and all to push me to get all my goals so that I can help more children except for – except those children in Sport for All.” (Non-Success Case 3)

Keeping in touch with participants. Respondents complained about being away from the programme for so long and not having people from the programme reach out to them. To illustrate, they said things like:

“After the training support was fine for about a month and then after that it was lacking you see, from YES. And I know sometimes we do have different jobs and they consume a lot of time of us but if they could just try and reach out even once a month just call and check if how the person is.” (Non-Success Case 5)

“Well, I think just staying away for so long – like before we came here, I think we’ve been away for six months or five months. So, that’s the only thing I would focus on.” (Success Case 3)

Developing a job opportunity network. Two respondents felt that more benefit could be gained from the YES programme if it included a networking platform. This platform would inform the YES participants of current opportunities in the development for sport sector. They went on to express that by having this network, they wouldn’t have to give up being part of the project to find stable employment. They expressed this by saying:

“I think if the bigger people who are part of Laureus could at least have or give us suggestions of opportunities that are open or that are sport related so it doesn’t have to come to a point where you have to choose between volunteering and doing something that you like and something that’s going to help with – help let ends meet... it can be online and also sometimes through our organizations the organizations we work with. And if there were any opportunities that are sports related or related with what we are doing, for them to communicate them to us and share the information with us.” (Success Case 5)

“The YES programme will reach out to me and like show me the ways I can grow in my ETA certificate and show me ways how can I can use it, and apart from the varsity degree that I’m trying to have now. And like try show me the ways that I can try help myself reach the – so my goal is to be a teacher and be in sport development at the same time. So I know that it would be very difficult to reach that goal.” (Non-Success Case 3)

More training. High scoring and low scoring respondents claimed that more training would lead to a more successful application of the skills obtained in the courses. This, according to one respondent, was a call for longer training courses.

“Ya, more of this training, but now going deeper into some of the social issues.” (Success Case 4)

“Like, I think I need more training because I’m actually like scared to speak in front of people but I try my best to do it. Its – it all lies with me, so I think if we could get training like to – for some prodigy’s to boost our self confidence and self-esteem maybe it will help.” (Non-Success 5)

One of success cases expressed concern for the amount of downtime they had at the residential training camps. The respondent said:

“I think that we have to train more, then free time after that because, we are just sitting here doing nothing and it’s still broad daylight. At night it’s ok because understandable, we can’t train at night here or wherever because it’s dark and it’s dangerous. During the day we can train all day, take short breaks, then ya-.” (Success Case 2)

More facilitators. One respondent suggested that the training was valuable, but should incorporate more facilitators. This person said that this would allow individual participants to have more time with the facilitators. One of them responded with:

“There is nothing that is wrong with it, it’s just that I believe that we need maybe more main facilitators. People that are for example, I will take Andy and I will take Maggie – like two or three more of them at the camp where we can interact more with them and where we can get more information in. Because, having one main facilitator is a bit – it’s awesome to have a big group but most of us have our questions as well. So if there was maybe two or three on the campsite then we can have one on one sessions where I believe a bigger change comes. Because I believe, speaking to a bigger group you maybe get three or four people’s attention but having a one on one session you will have them interacting more.” (Success Case 1)

Project visits. Several participants agreed that Laureus and YES should make more project visits to the YES participants. One respondent said:

“I think the visits. Our leaders – the people from Laureus, I think they should visit the organizations more often to keep tabs on us and what we are doing because sometimes I don’t get to see them say for four or five months and you end up like – yes I’m part of YES because I have the gear and everything but if you are not seeing people from that side it kind of loses – you end up going back into what you are used to, things that you are doing. So I feel like they should have those Social visits more often.” (Success Case 4)

Observation Reports

The personal observations I was able to make of the training provided another set of data on the quality of the training delivered.

The first sets of observations were carried out in May 2016 at the initial in - person training camp. The second sets of observations were carried out in October at the second in-person training camp. Each of the observations will be described below.

Observation 1. The Table Mountain Challenge of 15 YES participants and 8-programme staff and camera crew started at 9:55 am on May 3rd.

Participants gathered at the start of the hiking trail where the one facilitator explained what the challenge would entail. The first task was to take a rock they found nearby and write a negative situation or habit on the rock. This rock was meant to symbolize a challenge they would leave at the top of the mountain when they reached the top. The participants appeared actively engaged in the task.

The facilitator was moving around a lot and seemed to create a welcoming environment for the participants. As they climbed the mountain, the facilitator was engaging in individual conversations with various participants. During the hike, participants were helping and encouraging each other to keep going. It was apparent, that some were close to giving up on the challenge, but the facilitator did not let anyone stop.

The top of the mountain was reached in 2.5 to 3.5 hours, as there were two groups, a fast group and a slow group. The facilitator held a reflection session at the top of the mountain where the participants had to leave the challenge “rock” they had carried up the mountain. The participants remained engaged in the activity.

The bottom of the mountain was reached at about 2:30 pm, where the facilitator announced there would be a closing activity about changing their states of mind. He provided illustrative examples by doing the activity and having participants follow. It is important to note that four appeared either tired or distracted. Overall, the exercise was well facilitated and concluded at 3:00 pm.

Observation 2. The Life Skills and Mentoring workshop began at 9:30 am on May 4th, with a total of 19 participants: 15 YES participants and 4 previous YES leaders assisted to facilitate the camp. There was one facilitator, who set up the PowerPoint presentation adequately in a conference room. The participants sat at a square table and there were enough chairs for participants to sit around the table.

The workshop began with a brief introduction and an icebreaker for the participants to introduce themselves. Worksheets were given out which discussed a poem, but were not used during the workshop, as there was not enough time. The facilitator gave the participants a short 20 minute break, but did not have enough time allocated for all of her activities. This may be due to a short interruption by guest speaker, Morné du Plessis, chairman of the Laureus Sport for Good Foundation. When the chairman concluded, the facilitator continued with the workshop.

The facilitator attempted to capture the audience again by playing a video on the screen of a young person who was mentored and who was able to overcome adversity. The facilitator asked, "What moments are your light bulb moments?" Participants answered by stating, "She used failure as a stepping-stone." The fourth participant that replied to this question said, "We have the skills, but need to be guided to implement this".

After the short break, the presentation was less interactive. The facilitator was giving the presentation as a lecture and stating definitions of key terms to participants. At this point,

participants were slouching in their seats. The facilitator continued the presentation and did not try to re-energize the group. Shortly after, 3 people were falling asleep and a couple of people were drawing and doodling in their training workbooks. Towards the end, the facilitator asked questions about challenges facing their communities. The facilitator ended the session at 11:45 am with a YouTube video on mentoring.

Observation 3. The session began at 10:00 am on October 4th at Spirit of Adventure in Durban, with 15 YES participants, programme staff and the second year leaders helping with the camp.

The facilitator began the session with an introduction and he explained the objectives of the session. The objectives were to learn about Resilience and how it appears to young people, how sport can build resilience, and how to build cohesion and stability by using sport.

The facilitator asked if people knew the definition of resilience. Participants answered by saying, for example, “Resilience is bouncing back and not using giving up as an excuse.” Another participant said, “We understand it as where it came from. HIV and AIDs doctors used different art than they do now. Youth should develop that same resilience to challenges faced in the community and, if you do, you can overcome anything”. The facilitator gave them the actual definition and made sure everyone understood.

The next activity was to split into groups and pick a group leader to present the group’s findings at the end of the task. The activity was interactive and the facilitator was energetic. As a group, they were supposed to speak of the characteristics of resilience by observing two pictures. At the end of the group activity, each group presented their ideas or expanded on the previous group’s ideas.

A guest arrived while the session was in progress, and spoke to the participants for approximately 30 minutes. He explained the company’s role in the programme, his role at the company and answered any questions the participants had.

The facilitator did not have time to finish her session. It is important to note, this was out of the facilitator's control. The session ended at approximately 12:30 pm.

Observation 4. The informal session was held at a Durban Beach by two ETA College facilitators on October 7th with approximately 10 programme participants. Not all the participants were present, as the allocated time slot for the service provider was changed the same day. It was replaced for lunch and free time at the beach. Participants were either getting food or at the bathroom. It is important to point out that this was not the service providers' fault and he cannot be held responsible, as the organizers did not cancel the formal session.

Originally, the session was supposed to be held at the campsite where other workshops were held. Participants were sitting on the grass, while the facilitators attempted to explain that they were there to answer any doubts the participants had concerning the online virtual course.

The facilitators adapted to the situation and had one-on-one brief chats with the participants about their final assignment submissions. One of the participants asked, "What can we do after the completion of the course?" The facilitator gave the participant a clear answer to his question and appeared informative.

Chapter Four: Discussion and Conclusion

The purpose of the present evaluation was to examine the best practices and challenges in the YES skills programme. It sought out, using the SCM, to find out what is working in the programme and assess the success of the training intervention (Brinkerhoff, 2003).

Brinkerhoff (2003; 2006) suggests there are a number of ways in which the researcher may communicate sound and compelling results. For the YES skills training evaluated, the evaluator used the scope of impact, parts of the training that need improvement and factors that helped or hindered successful application of the learning to convey “the story” of the evaluation. The key reason for using these conclusions is that the results as presented in Chapter Three provide evidence for the successful application of the training for a portion of the trainees, but that there is a significant portion of participants who are not achieving the intended results. It is therefore important to figure out why the training programme works for some participants, but not for others.

As programme activities are a main component of programme implementation, the first section of this chapter follows the discussion of the observations made. Next, the questionnaire and interview data address the scope of impact, and factors that and helped and hindered outcome achievements. The chapter concludes with recommendations to improve the implementation and impact of the programme.

Observation Reports

A way of determining a programme’s success is to evaluate its implementation (Rossi et al., 2004). When observing the residential camps, the evaluator found that the implementation of the programme could be improved. The observations revealed that some of the training courses scheduled in the programme were interrupted, cut out, or shortened. New activities, speeches or free time replaced scheduled training time. A plausible explanation for these changes could be trying to incorporate several service providers at the training camps.

During an interview with a success case, a respondent indicated that they would find it more beneficial to have more training and not as much free time during the residential camps. The interview was conducted at the second residential camp, when the training schedule was changed on several instances.

Another finding was that the facilitator quality varied across training courses. Some of the training courses were well facilitated and kept the participants engaged throughout the workshop by standing up, presenting information and participating. These workshops allowed participants to practice practical skills related to the content and made use of a variety of group participation methods, such as paired or group activities. Other courses were not as engaging and the results revealed that participants were not engaged during the entire session.

Overall the results of the observation reports demonstrate the importance of carrying out a process evaluation of a programme. The evaluator suggests carrying out another process evaluation in the following year to determine if the implementation of the programme has improved.

Questionnaire

The questionnaire was given to the entire group of trainees from the YES 2016 programme, and all 15 responded. In reference to the quantitative analysis of the results for statements, respondents obtained scores ranging from lowest (8) to the highest (25) points. The overall scores in the survey were just above the success cut off point. The majority of respondents had not achieved clear results or had not carried out the expected behaviour from the training courses at all. Respondents scored particularly low in the questions that referred to the entrepreneurship training and the implementing of new projects at their respective projects.

Information in the quantitative analysis demonstrates that the key knowledge and skills acquired may not align with the critical actions and behaviour communicated to the participants in the indemnity form. This may also explain why participants indicated trying the expected action detailed in the indemnity form, but had no clear results or did not expect any results.

Successful Outcomes Achieved

From the 15 people surveyed, five respondents who identified in the highest scoring category and five respondents who identified in the lowest scoring category were interviewed. The high success respondents demonstrated that the results obtained were meaningful to the project and the YES programme.

The success cases reported that they used the training to reflect on their personal attitude and personal development. The YES programme encourages personal development of participants according to the respondents in the interview. The majority of the respondents indicated increased self-confidence, increased self - motivation, more task completion and better interpersonal interactions with beneficiaries as result of the training.

The success cases also reported to have developed different behaviour as a result of the training. Before the training, success cases indicated not being prepared for sessions and simply made up activities for the beneficiaries as they went along. After the training, they reported increased leadership skills by using the new tools to plan effectively and create more engaging environments at project sessions.

The training also provided three of the success cases with the skills to become more involved in their projects. These success cases reported developing different behaviour that was noticeable to other project staff. These changes in behaviour allowed them take on new responsibilities and acquire a job promotion. One of the success cases said that, after the training, they were

confident enough to approach project management with new ideas and suggestions for improvement of the project. The results suggest that the training courses gave the success cases sufficient knowledge and skills about sport project administration to apply in their work places. These changes represent some of the proximal outcomes outlined in the indemnity form (impact model) for the YES training programme. One of the outcomes outlined in the theory of change was that the participants increase their employability skills. Two of the success case stories indicated they were training other colleagues (coaches) at their projects as a result of the training.

Improving a person's emotional and social wellbeing is a critical element of positive youth development programmes (Falcao et al., 2010; Hudson, 1997; Leaner et al., 2005; Theokas et al., 2005). Research suggests that a young person can have a change in mind-set and become empowered when positive experiences occur. The training programme also incorporated structured vocational training activities that have resulted in positive youth develop outcomes similarly found in previous meta-analytic studies and evaluations (Maryam, et al., 2011; Niaraki & Rahimi, 2013; Sobhi-Gharamaleki & Rajabi, 2010; Vernosfaderani, 2014; Yadav & Igbbar, 2009).

Factors that helped and hindered successful outcomes

From the five people interviewed from the high scoring category and the five people interviewed from the low scoring category, the evaluator was able to identify two main factors that helped success cases achieve results and four barriers that led to minimal or to no application of the knowledge and skills learnt. Each of the factors will be briefly described below.

All of the success cases indicated that having available resources at the projects had helped them. Resources in this study refers to access to a computer, Wi-Fi, and a sport field or sport facility to implement the skills and knowledge gained from the training. This is an important finding for the programme because they can find out what resources are available in the projects for the participants to complete the programme. By contrast, one of the non-successes indicated

that a barrier that prevented them from being able to achieve results was a lack of resources in their community.

Another factor that helped success cases was the support given by project mentors, other project staff, Laureus and the YES programme. Having a non-parental support system helped three of the success cases make a change in attitude and behaviour. They could suggest new ideas, take on new roles and were able to start a project and complete it. In the same manner, the literature suggests providing youth from marginalized communities with a non-parental support system which could improve their mind-set and overall social-wellbeing (DuBois et al., 2011; Jekielek et al., 2002). Contrary to the success cases that had support, three out of the five low scoring respondents indicated not having sufficient support from their project mentors. The results suggest that mentor support is a critical aspect of the programme, and has the potential to increase the outcomes that could be achieved.

Four of the no -success cases reported that they needed more time to apply what they had learnt. They indicated that during the programme, the virtual course did not allow them sufficient time to use the training.

Three of the non-success cases indicated that personal circumstances were a barrier that prevented them from utilizing the training. More specifically, two of the low scoring respondents were going to college while completing the training programme. A question that arises here is this: Did these two participants meet all of the target beneficiary criteria? We need to consider that the programme is targeted at school leavers who are not all enrolled in education, employment or training.

Other factors that may have led to poor, or to no application of skills and knowledge, as observed by the evaluator are as follows

- No clear outline of expected behaviour and actions. Although the participants were required to sign an indemnity form at the beginning of the programme, which stipulated expected behaviour actions upon returning to the project, most of the respondents were not aware of these expectations when being interviewed.
- No clear criterion in terms of mentor responsibilities. At present there is no written form or contract that gives mentors a clear indication of what their responsibilities are as a mentor of a YES participant. This was evident in the interviews, as some of the mentors were more supportive in the participant's progression. It is important to point out that the results indicated that the participants who reported having supportive mentors demonstrated a better application of outcomes in comparison to participants with non-supportive mentors.

The results clearly indicated that the 2016 YES training was effective for some participants, although, all participants made suggestions for improvement to the programme. The programme is encouraged to investigate their suggestions. In addition, the evaluator identified a number of recommendations.

Recommendations

Simplify the curriculum. Based on the observations, the responses from the survey questionnaire and interview conversations, the evaluator recommends allocating more dosage to the courses that participants are using. In particular, the quantitative and qualitative data revealed that few of the respondents found the entrepreneurship and the mentoring and career workshop to be useful at their projects. The information extracted also disclosed that the ETA College Sports Administration and Sports Coaching were extremely useful. It may be useful to allocate more time to this course and explore the possibility of receiving a complete NQF level 5 qualification and not just thirty credits towards one of these degrees.

Clarify expected behaviour actions. In order to determine success in the programme, it is reckoned that the programme creates a simple, easy to understand indemnity form (impact model), and, that this is presented to the participants before commencing the programme. This contract (impact model) should also be re-iterated throughout the programme. It will give new participants and new project mentors an idea of the critical actions and supervisory results that are required of them at their respective projects after completing the training.

Clarify the role and responsibilities of mentor. The project mentors involvement was not the same for all participants. It is, therefore, recommended that the responsibilities of the project mentors and their role in the progress of the participants should be clearly defined and outlined. An example of this would be checking in with the participant personally or over the phone once or twice a week. Such clarification will make mentors take their role seriously and encourage them to be active in the participant's journey throughout the programme.

Mentor reports and follow-ups on mentees. In the 2016 programme, mentors were not obliged to submit reports on their mentees' progress. The mentor may communicate any problems with the programme, but this process has not been formalized. For this reason, it is recommended that mentors responsible for monitoring the progression of participants should submit regular reports in order to measure their mentee growth. This is feasible as the projects report back to Laureus quarterly. Therefore, the reports could be included in this quarterly report. In the report, the mentor would rate the mentee on the intended outcomes on a Liker scale. If the mentor communicates that the participant is undergoing challenges, the YES programme can step in to assist the mentor and the participant with any issues hampering the participant's progress.

Monitor implementation of the programme. Monitoring refers to measuring the implementation of a programme repeatedly throughout the programme cycle (Rossi et al., 2004). It is essential to monitor the implementation of a programme in order to get feedback and make necessary adjustments. Rossi et al. (2004) suggest tracking programme beneficiaries,

compliance/ engagement, and satisfaction with the services provided. There was no monitoring system in place for the YES programme in 2016. In the future, the evaluator recommends that the programme monitors beneficiaries by documenting participant information in terms of sex, gender, race, age, and language, project, etc. The evaluator further suggests the compliance/engagement with mentors, submission of monthly reports, supervision of the mentee - mentor relationship, and checking on the satisfaction of services with participant surveys and focus groups. In order to implement the system, it is recommended that a monitoring, evaluation and learning specialist should be hired.

Participant residential meetings. Participant meetings at the residential camps which target sharing information on successful practices and challenges ought to be held. The sharing of information on successful application of the skills learned, as well as challenges can help other participants learn from their achievements. The literature describes this process as “knowledge transmission” (Nagendra et al., 2013).

Create YES pathways network. Several of the respondents (both success and non - success cases) suggested that it would be constructive for YES to develop a network for current and previous participants. This network would inform them of opportunities that may be of interest for participants. They did not make a recommendation as to how this could be instituted, but the evaluator suggested creating an opt-in Facebook Forum or forum on the online platform for current and alumni participants. This platform would notify the community of opportunities and news in the sport-for-development sector.

Challenges in the study

In practice, evaluations present many challenges that are typical of evaluation research. For this reason, it is important for the evaluator to balance between scientific and realistic considerations, and tailor the evaluation to the context of the programme being evaluated (Rossi et al., 2004). The central challenge to this evaluation was time. The YES programme is a 6-month programme and the evaluation was conducted from February 2016 to October 2016. Therefore, the evaluation only accounted for 80 % of the training programme.

A second challenge was that the SCM relied on self-reported data. The participants did not want to talk openly about their experience in the programme and they neglected to give constructive criticism of it. For this reason, there could have been more critical views held that were not said during the interviews. Brinkerhoff (2003; 2006) suggests that one goes further than interviews just with participants, and recommends conducting interviews with others. For this study, this was not feasible for practical reasons. However, in order to ensure reliability in the data, the evaluator was a participant observer at both residential camps and was able to document the implementation of the programme in real time.

A further limitation was language. A few of the participants were not confident responding in English during the interviews and required clarification during the survey. For clarification, the participant coordinator assisted the participants who were less confident. Additionally, participants often switched to isiXhosa or Zulu when the evaluator was present. Debatably, this is a limitation for the evaluator. For future evaluations, it may be sensible to include an evaluator or researcher as well with a similar background and race to that of participants.

A main limitation to this evaluation was the small number of participants surveyed and interviewed. For this reason the results of this study cannot be generalized to all participants in the programme. The results of successful respondents demonstrate that the programme made valuable contribution to the lives of five success cases.

Concluding Remarks

The aim of this study was to evaluate the initial impact of the YES training programme. This evaluation demonstrates that some of the 2016 YES participants managed to apply the skills and knowledge gained from the YES training to achieve positive results, although some of the participants failed to apply proximal outcomes. This is encouraging to the programme, and suggests that there is value in this programme. At the same time, there is a lot of information contained in the report that identified where the programme could focus its effort to maximize the potential future impact that could be achieved.

Brinkerhoff's (2003; 2006) conceptual model provided the evaluator with a clear blueprint to structure the evaluation and methodically engineer the data in a systematic and rigorous method. The SCM also allowed the evaluator to draw out real evidence of how the YES programme contributed to changes in participants' outlook, skills and conduct. Therefore the training intervention can be considered valuable to the participant and the participant's project.

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Appendices

Appendix A

UNIVERSITY OF CAPE TOWN

**School of Management Studies**

University of Cape Town, Private Bag,
Rondebosch 7701
Telephone: +27 21 650-5218
Fax: +27 21 689-7570
8 February 2016

TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our Master's students to work with a programme from your organization. I appreciate your contribution to the education of our students.

The student will need programme information from you and we request that you or a designated person meet with them regularly to provide access to this information. Your cooperation in this regard will ensure that the student meets deadlines and provides you with a high quality evaluation. In order to keep track of the student's interactions with your organization, we request that you copy the supervisor on all correspondence to the student.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents or programme recipients. This framework deals with anonymity of data sources, sensitivity when requesting information from people and responsible reporting of results.

We also undertake and ensure you that the student will display professional behaviour at all times while working in your organization or on your programme. At the end of the process, you will receive a useful report which will enable you to make informed decisions regarding your programme.

In order to comply with the rules of the Faculty of Commerce, we request you to sign below to indicate that the student will have access to programme data and records and where applicable, to programme recipients.

Thank you very much.

Yours sincerely

Signed

PROF J LOUW-POTGIETER
CONVENER: MPHIL PROGRAMME EVALUATION

AUTHORISED PERSON

ORGANISATION

DATE

02/2016

YES Programme Survey



My name is Cynthia Mendoza and I am a Masters student at University of Cape Town. This questionnaire forms part of the requirements for the award of the Degree of Master of Philosophy (Programme Evaluation). We are trying to find out the YES programme helped you in your everyday life and with your Laureus project. At first I will ask you a brief questionnaire. Over the next few days I will also arrange to ask you questions about your experiences in the last four months. If you chose to participate, you may be asked to come back for a short interview.

Please note that the University of Cape Town's Research in Ethics Committee has given us permission.

Participating in this study is completely voluntary, and you are free to withdraw at any time should you so wish. However, we would really appreciate it if you do participate. The information we gather in this evaluation will be enormously useful in helping us understand youth in South Africa. The questionnaire has five questions and will take approximately 15 minutes to complete.

You will be requested to identify yourself on the questionnaire, but that is simply to help me ask you future questions in the interview. However, all information that you give us will be kept confidential and nowhere in the report or in any communication will you be identified.

Should you have any questions regarding the research, please feel free to contact the researcher, Cynthia Mendoza on 071 152 9739 or cyndibmendoza@gmail.com. Alternatively, you could also contact my supervisor Dr. Joaann Louw johann.louw@uct.ac.za. Thank you for participating in the questionnaire, this is greatly appreciated.

Name:

Signature:

Date: 02/10/2016

Researcher: Cynthia Mendoza

Cynthia Mendoza

YES PROGRAMME SURVEY

Name:

Here is a list of some ways that some people have used the YES training. Please rate to the extent to which you have been able to apply, or not, your training to each of the application listed. (Check the appropriate box in each row)

Application	Tried this and had clear and positive results	Tried this but had no clear results yet	Tried this somewhat but do not expect any results	Tried this and it did not work	I have not tried this at all	Tried this, but not because of the training
Used the Sports coaching training to support my organization by delivering sports coaching training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Facilitation and Mentor training to mentor for at least 10 aspiring community leaders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Sport Administration training to update social media pages outlining how I am using sports to impact my community once a month.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Leadership Skills training to deliver one community training session per month with at least 30 young people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used the Entrepreneurship training to start my own project at the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

APPENDIX C

HIGH SUCCESS CASE INTERVIEW SCHEDULE

Bucket 1: What was used?

Can you please describe the context in which you are applying your skills gained from this programme?

What have you used from the training that you feel has worked? (How have you applied it?)

What aspects of the training have you used most? What aspects of the training have you used least? What aspects of the training have not been useful at all?

Bucket 2: What results were achieved?

You say that you have had clear and positive results,

What has the training helped **you** to achieve? In other words, what effects has it had? Can you give me an example?

Anything else?

What evidence is there that you know you have achieved these results (did anyone notice these changes)?

Bucket 3: What helped?

Why are these results important?

What kinds of goals/value were achieved by applying this training?

What kinds of negative outcomes were avoided as a result of applying the training?

Bucket 4: What got in the way?

What in your environment did you use or access that helped you?

What tools or information sources have you found to be useful?

What has prevented you from using the training?

Bucket 5: Suggestions

What suggestions do you have concerning the training that would have increased success for you? (e.g. better training, resources, support)

Anything else that would have made the training more useful to you?

LOW SUCCESS CASE INTERVIEW SCHEDULE**Bucket 1: What got in the way?**

How are you using the training?

What has prevented you from using the training?

Bucket 2: Suggestions?

What suggestions do you have concerning the training that would have increased success? for you? (e.g. better training, resources, support)

Anything else that would have made the training more useful to you?

APPENDIX D

Training Observation Instrument

Date: May 3

Exercise Topic: **Personal Development & Leadership**

Audience: **YES participants, YES experts**

No. of participants: 15, 8 others staff and camera crew.

Primary Facilitator:

Secondary Facilitator: N/A Observer: **Cynthia Mendoza**

Time Exercise Began: 9:55 Time Exercise Ended: 3pm

Stared Iated

Learning Objectives of Exercise:

Overcome Challenges

INSTRUCTIONS: There are two parts to this observation instrument.

Part I: Complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, write down only what you **see** and **hear** from both facilitator(s) and participants. Note some of the following:

- How the exercise was set-up by the facilitator
- What participants said in response to the exercise instructions (were there questions?)
- What participants and facilitator(s) said during the exercise
- How the group debriefed the exercise
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

Part I: NOTES

Data-based Observations	Interpretations/Questions/Comments
<p>Hiked Table Mountain Had to take a rock up that you were going to leave at the top. This rock symbolized an challenge, negative situation/ habit you are having and or have.</p> <p>Asked to clean the mountain on the way up and pick up trash they saw Quick session at the top</p> <p>Held a brief reflective session at the top to ask how they were feeling. And this is when they left the "rock"</p> <p>The Facilitator led the group circles and instructed people to leave the rock and when they went down they are starting over again.</p> <p>2:30 pm Facilitator did a last activity at the bottom of the mountain. Change different state of mind, Circle, face Fear, posture and power of the mind – asked no phone/ no distractions</p> <p>Right Beliefs vs. wrong beliefs.</p>	<p>Engaged, challenging, people were helping each other, different groups' fast group and a slower group. Adequately set up the session and explained what would happen that day.</p> <p>Some people wanted to give UP but they were encouraging each other to keep going.</p> <p>2.5 – 3 hours Engaged in the activity (fear/challenges/burden) facing them</p> <p>Facilitator was moving around, speaking with volume so people could hear him,. Fast and seemed to create a welcoming environment for the participants.</p> <p>Facilitator did the demonstration and Now everyone must follow. Lively interaction during the exercise, they learned how to change their state of mind by doing 3 activities. However a few4 appeared tired and distracted.</p>

Examples of their life situation

Part II: Complete a **summary analysis** based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

Participants gathered at the start of the hiking trail where the facilitator explained what the challenge would entail. The first task was to take a rock they found nearby and write a negative situation or habit on the rock. This rock was meant to symbolize a challenge they would leave at the top of the mountain when they reached the top. The participants appeared engaged in the task.

The facilitator was energetic and seemed to create a welcoming environment for the participants. As they climbed the mountain, the facilitator was engaging in individual conversations with various participants.

During the hike, participants were helping and encouraging each other to keep going. It was apparent, that some were close to giving up on the challenge, but they did not let anyone stop. The facilitator held a reflection session at the top of the mountain where the participants had to leave the challenge “rock” they had carried up the mountain. The participants were remained engaged in the activity.

The facilitator did closing activity about changing their state of mind. A few of them were tired and not as enthusiastic or seemed distracted.

Part II: SUMMARY ANALYSIS

Use the notes taken during the exercise to answer the questions below.

1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
------------------------	------------	--------------	---------------	---------------------------

- ___ 2 ___ 1. The exercise **learning objectives** were met.
- ___ 2 ___ 2. The answers the facilitator gave to participants' questions were **clear**.
- ___ 2 ___ 3. The facilitator provided illustrative **examples**.
- ___ 2 ___ 4. The exercise was **well facilitated**.
- ___ 1 ___ 5. The exercise allowed participants to practice **practical skills** related to important concepts.
- ___ 2 ___ 6. The exercise was an effective way for individuals to learn important **information**.
- ___ 2 ___ 7. Participants were **actively engaged** in the exercise.
- ___ 2 ___ 8. The exercise **overall** was effective.
9. How did the facilitator(s) **contribute** to participant learning during this exercise?

He was energetic and was engaging in the challenge with them.
He was, speaking to everyone along the way, at the top and at the bottom.

10. If the facilitator(s) **failed to contribute adequately** to participant learning during this exercise: what could he or she have done to contribute—or contribute more—to their learning?

N/a

11. How did the exercise contribute to helping participants practice **skills** related to course concepts?

Practical exercise. They had to climb Table Mountain

Training Observation Instrument

Date: May 4

Exercise Topic: *Lifeskills / Mentoring*

Audience: *YES participants, YES second year*

No. of participants: 19

Primary Facilitator:

Secondary Facilitator: N/A Observer: *Cynthia Mendoza*

Time Exercise Began: 9:30pm Time Exercise Ended: 11:45

Learning Objectives of Exercise:

What are participants supposed to learn? Not mentioned

INSTRUCTIONS: There are two parts to this observation instrument.

Part I: Complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, write down only what you **see** and **hear** from both facilitator(s) and participants. Note some of the following:

- How the exercise was set-up by the facilitator
- What participants said in response to the exercise instructions (were there questions?)
- What participants and facilitator(s) said during the exercise
- How the group debriefed the exercise
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

Part I: NOTES

Data-based Observations	Interpretations/Questions/Comments
Power point presentation style: Introductions: Ice Breaker and 2 lies	
Sat around table with chairs.	
Gave out print out poem. Autobiography in Six chapters / Worksheet with questions.	Why were the workshop topics Chosen?
About making mistake and taking responsibility	
Taking Responsibility Personal Responsibility: "Ignorance is not an excuse" Example control the weather.	Didn't ask questions or make it Interactive.
No but you can dress warmer	
Used Quotes "When a man points a finger at someone else, he should remember that four of his fingers are pointing at himself – Louis Nizer. Care enough to confront	
Short break: 10:40 – 11	
Guest Speaker: Springbok player and Chairman of the Laureus Sport Good Foundation "Concept started in 2000 Nelson " Mandela's quote "People who are involved in sport are role models and can possibly do more good than politicians and business people."	
TED TALK VIDEO: The power of mentoring Lori Hunt vs, role models	People are engaged in the video.

Data-based Observations	Interpretations/Questions/Comments
<p>Question: what moment was her light Bulb moments?</p> <p>Participants: She never gave up and she Persisted and was guided And goes back to the poem from earlier P2: She used failure as a stepping-stone P: 3 She learned something important Role model vs mentor (Clarification)</p> <p><i>P: 4 we have the skills but you need</i></p> <p><i>To be guided to implement it → → →</i></p> <p>Leadership/mentor are situational</p> <p>Gave a definition of a mentor → → →</p> <p>Qualities of Mentor: Answers: Supportive</p> <p>Challenge: P1: Not forthcoming about Home situation P2 environment Showed mentoring model and asked P to Show how they would mentor this person.</p> <p>P2: present the consequences</p> <p>Think of creative solutions? Walking buses /change session time</p>	<p><i>Is this the current experience of YES leaders or past experiences?</i></p> <p>General comment on the session: How can this be used in their projects? How will this be applied at the project?</p> <p>Timing of the lesson? Was it planned? Interrupted? People were falling asleep During the session. (3 people)</p> <p>Narrative manner- P1 Engaged Audience by asking them about their community situation</p>

Data-based Observations	Interpretations/Questions/Comments
Ended the session: Youtube Video on Mentoring → → → → →	<div>Some people appeared engaged. Others appeared distracted writing in notebooks.</div> <div>Thank you KILO by participants</div>

Part II: Complete a **summary analysis** based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

The presentation was set – up adequately on PowerPoint. There was an introduction and an ice breaker for the participants to introduce themselves. Worksheets were given out which discussed a poem, but were not used during the workshop as there was not enough time. The facilitator gave the participants a short 20 min break, but did not have enough allocated for her all of her activities. This may be due to a short guest speech done by the Laurues Sport for Good chairmen, Morné du Plessis. He greeted the participants and gave short speech.

When the chairmen concluded the facilitator continued with the workshop. The facilitator attempted to capture the audience by playing a ted talk video of a person who was mentored and overcame adversity. The participants were engaged and asked “what moments were her light bulb moments? The second participants answered by stating “P2: She used failure as a stepping-stone “. The fourth participant that replied to this question said “we have the skills, but need to be guided to implement this”. The evaluator’s impression and question was if the participant was trying to describe their current situation and not necessarily the girl in the ted talk video. The facilitator did not elaborate on this comment and went on to present definitions of mentoring to the participants.

When the facilitator began giving the presentation as a lecture and telling participants definitions and stories they did not appear engaged. This was evident as 3 people were falling asleep and a couple of people were drawing and doodling in their notebooks. The participants remained in the chairs the entire workshop, except when given a short bathroom break.

Participants may have learnt what mentoring is capable doing in someone’s life through the video, but they were not given any time to implement what they learned in a practical way.

Part II: SUMMARY ANALYSIS

Use the notes taken during the exercise to answer the questions below.

- | 1
Strongly
Agree | 2
Agree | 3
Neutral | 4
Disagree | 5
Strongly
Disagree | |
|------------------------|------------|--------------|---------------|---------------------------|---|
| ___3___ | | | | | 1. The exercise learning objectives were met. |
| ___3___ | | | | | 2. The answers the facilitator gave to participants' questions were clear . |
| ___2___ | | | | | 3. The facilitator provided illustrative examples . |
| ___4___ | | | | | 4. The exercise was well facilitated . |
| ___4___ | | | | | 5. The exercise allowed participants to practice practical skills related to important concepts. |
| ___3___ | | | | | 6. The exercise was an effective way for individuals to learn important information . |
| ___4___ | | | | | 7. Participants were actively engaged in the exercise. |
| ___4___ | | | | | 8. The exercise overall was effective. |
| | | | | | 9. How did the facilitator(s) contribute to participant learning during this exercise? |

She asked some questions. Narrative of mentoring example

Qualities of mentoring

Provided a case study for a footballer

10. If the facilitator(s) **failed to contribute adequately** to participant learning during this exercise: what could he or she have done to contribute—or contribute more—to their learning?

The facilitator could have made the session more interactive. For instance role playing what mentors are and how they should interact with a mentee. She could have also asked participants about their project mentor and the relationship they have.

11. How did the exercise contribute to helping participants practice **skills** related to course concepts?

The facilitator played videos that engaged the participants: TED talk – someone in a similar situation that overcame their difficulties through having a mentor.

Training Observation Instrument

Date: October 4

Exercise Topic: *Building Resilience in young people through sport*Audience: *YES participants 15,*No. of participants: 19

Primary Facilitator:

Observer: *Cynthia Mendoza*

Time Exercise Began: 10:00 Time Exercise Ended: 12:30

Learning Objectives of Exercise:

3 words. Resilience, Stability and Cohesion**What is resilience? , What does it look like in young people /, How can sport build resilience? ANC Theory of Change, Building Cohesion and stability using sport****INSTRUCTIONS:** There are two parts to this observation instrument.

Part I: Complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, write down only what you **see** and **hear** from both facilitator(s) and participants. Note some of the following:

- How the exercise was set-up by the facilitator
- What participants said in response to the exercise instructions (were there questions?)
- What participants and facilitator(s) said during the exercise
- How the group debriefed the exercise
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill

Part I: NOTES

Data-based Observations	Interpretations/Questions/Comments
Located at SOA – outside , camp site , chairs projector.	
Introduction and explaining objectives and what we are going to do. Not enough time to finish of time constraint. And also a practical side to it as well.	Theory and application of learning's.
"Sport can create hope where once there was only despair" = Resilience. Made everyone stand up to get people moving.	Answer 2. Tamryn Used Analogy and Lester City in the English Soccer league. And they won.
Answer 1: Resilience is bouncing back and not using giving up as an excuse	
Answer 3: We understand it as where it came from? HIV and AIDs doctors used different ART then they do now. Youth should develop that same reliance to challenges faced in the community and if you do you can overcome anything.	Group Activity engaged and appear to enjoy and understand.
Groups spit up into groups (They have tribes assigned at the beginning of the camp)	
Defining Resilience. What does this word mean? Timed activity in the group. Asking random people in the group. Actual definition: Persons ability to withstand or recover quickly from difficult conditions and start to plan for the future.	

Data-based Observations	Interpretations/Questions/Comments
Features of a resilient person.	<p>Answers: Open minded, Self-confident, more willing to take on challenges, not afraid to fail.</p>
<p>Characteristics of resilience</p> <p>Understand those setbacks are a part of life.</p> <p>Understand that life is full of challenges.</p> <p>Have strong social connections</p> <p>Identify as survivor and a victim</p> <p>Able to ask for help</p> <p>Have strong problem solving skills</p>	
<p>Partner activity: 2 photos on what you observe and see (Introductions)</p>	
Groups presented their thoughts.	
<p>Mercedes Benz, funder came and spoke to them for 30 min.</p>	
<p>Did not get through the entire session.</p>	<p>Remained engaged and were discussing and feedback.</p>

Part II: Complete a **summary analysis** based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

The facilitator began the session with an introduction and explained the objectives of the session. The objectives were to learn about, Resilience, what does it look like in young people, how can sport build resilience, and building cohesion and stability using sport.

The facilitator asked if people knew the definition of resilience. Participants answered by saying, "Resilience is bouncing back and not using giving up as an excuse. Another participant said, " We understand it as where it came from? HIV and AIDs doctors used different ART then they do now. Youth should develop that same reliance to challenges faced in the community and if you do you can overcome anything". She gave them the actual definition and made sure everyone understood.

Activity was to split into groups and pick a group leader to present at the end of the task. The activity was interactive and the facilitator was energetic. Now, as a group they were supposed to speak of characteristics of resilience by observing two pictures. At the end of the group activity, each group presented their ideas or expanding on the previous group.

The funder interrupted the session. Spoke to the participants for approximately thirty minutes, about the company, his role and answered any questions the participants had.

The facilitator did not have time to finish her session.

Part II: SUMMARY ANALYSIS

Use the notes taken during the exercise to answer the questions below.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

- ___3___ 1. The exercise **learning objectives** were met.
- ___1___ 2. The answers the facilitator gave to participants' questions were **clear**.
- ___2___ 3. The facilitator provided illustrative **examples**.
- ___1___ 4. The exercise was **well facilitated**.
- ___2___ 5. The exercise allowed participants to practice **practical skills** related to important concepts.
- ___2___ 6. The exercise was an effective way for individuals to learn important **information**.
- ___1___ 7. Participants were **actively engaged** in the exercise.
- ___2___ 8. The exercise **overall** was effective.

9. How did the facilitator(s) **contribute** to participant learning during this exercise?

She broke them UP into different groups and they were able to share their thoughts and then had to report back to the main group. Session was interactive. When she saw a group was quiet he made sure that everyone understood.

Training Observation Instrument

Date: October 7

Exercise Topic: eta college: Sport Coaching & Sport Administration

Audience: *YES participants (Not all the participants were there)*

No. of participants: ____approximately ____10

Primary Facilitator: _____

Secondary Facilitator: _____N/A_____ Observer: *Cynthia Mendoza*

Time Exercise Began: _____1pm____ Time Exercise Ended: 1:20pm

Learning Objectives of Exercise:

Complete eta course

INSTRUCTIONS: There are two parts to this observation instrument.

Part I: Complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, write down only what you **see** and **hear** from both facilitator(s) and participants. Note some of the following:

- How the exercise was set-up by the facilitator
- What participants said in response to the exercise instructions (were there questions?)
- What participants and facilitator(s) said during the exercise
- How the group debriefed the exercise
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

Part I: NOTES

Data-based Observations	Interpretations/Questions/Comments
<p>Session was informally held at the beach, so the participants could have free time as there was a project visit held right before that. The session was meant to be held at the camp, where the rest of the workshops were held.</p>	<p>Sitting on grass. Not everyone was listening.</p> <p>Some were not fully attentive.</p>
<p>The session was regarding the online/virtual short skills course the participants were completing during the six month programme. Individual conversations about work completed that year and work that still needed to be completed. Asked if anyone needed any help or had any questions before the completion of the programme.</p>	
<p>Participant asked "What could I do after this"</p>	
<p>They told them they could possibly do a full course.</p>	

Part II: Complete a **summary analysis** based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

The session was not carried out with all of the participants present, as some were in the shops getting food and or in the bathroom. Very informal last session with one of the service providers as their allocated time slot was changed that day. The session was informative to some of the participants, but not all of them. It is important to point out that this was not the service providers fault as they did not cancel the formal session. The main of the session appeared to be to answer any doubts or assist participants that were struggling in the course. They used the in – face meeting to advice students in the course.

Part II: SUMMARY ANALYSIS

Use the notes taken during the exercise to answer the questions below.

1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
___ 3 ___	1. The exercise learning objectives were met.			
___ 1 ___	2. The answers the facilitator gave to participants' questions were clear .			
___ n/a ___	3. The facilitator provided illustrative examples .			
___ 3 ___	4. The exercise was well facilitated .			
___ 4 ___	5. The exercise allowed participants to practice practical skills related to important concepts.			
___ 2 ___	6. The exercise was an effective way for individuals to learn important information .			
___ 2 ___	7. Participants were actively engaged in the exercise.			
___ 4 ___	8. The exercise overall was effective.			
9. How did the facilitator(s) contribute to participant learning during this exercise? Took initiative and had the informal session rather than no session				
10. If the facilitator(s) failed to contribute adequately to participant learning during this exercise: what could he or she have done to contribute—or contribute more—to their learning? n/a				
11. How did the exercise contribute to helping participants practice skills related to course concepts? n/a				